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Adjusted Allocation: 0.00
Remaining: -1,932,067.00
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

### A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. **Project Title:** Reading for the 21st Century: Literacy Beyond the Third Grade Guarantee

2. **Executive summary:** Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

3. **Problem:** Reading is the enabling skill that crosses all academic disciplines with ramifications throughout an individual’s life time. "It is common knowledge that reading is the fulcrum of academics, the engine of creativity and innovation and the key to unlocking 21st century skills, transcending all academic areas, reading and communication have tremendous impact on the future of all students’ lives and community at large." The focus of this literacy project is a cost effective approach to ensure that every student is reading on grade level, applying established literacy skills across all content areas while incorporating technological skills suited to the 21st century. These goals will be accomplished by providing students with a large collection of engaging digital resources through the Ohio General Assembly-funded leamOhio platform. By initiating teacher professional development that relates to teaching 21st century reading skills, and providing an internet-ready device to each student (1:1 technology) funded from reallocation of traditional textbook spending to ensure sustainability.

### Reading Community City (044693)

**Application Number (97)**

**ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.**

4. **List all other participating entities by name:** Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

5. **Secondary applicant contact:** Provide the following information, if applicable:

   - First Name, Last Name of contact for secondary applicant: Joe Langdon
   - Organizational name of secondary applicant: Deer Park Community City School District
   - Unique Identifier (IRN/Fed Tax ID): 043851
   - Address of secondary applicant: 4131 Matson Avenue, Cincinnati, OH 45236
   - Phone number of secondary applicant: 513-891-0222
   - Email address of secondary applicant: langdon.j@deerparkcityschools.org

6. **Partnership and consortia agreements and letters of support:** Provide the information:
   - *Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.*
   - *If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

   - UploadGrantApplicationAttachment.aspx

7. **Provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.**

   Reading Community School District As stated in its mission statement, Reading Community City Schools, an active and caring community, is to guarantee the development of all students as successful lifelong learners who become contributing citizens after graduation. This is accomplished by providing a challenging, comprehensive curriculum, best practice instruction, and extracurricular activities supported by an exceptional staff in partnership with parents and community. Reading serves 1,669 students across PK-12, with state report card rating of excellent with distinction, an attendance rate of 94.5%, and graduation rate of 80.2%.

8. **PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes**

   **9. Which of the stated Straight A Fund goals does the proposal aim to achieve?** - (Check all that apply)

   - [ ] Student achievement
   - [ ] Spending reductions in the five-year fiscal forecast
   - [ ] Utilization of a greater share of resources in the classroom

   **10. Which of the following best describes the proposed project?** - (Select one):

   - [ ] New - never before implemented
   - [ ] Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
   - [ ] Mixed Concept - incorporates new and existing elements
   - [ ] Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

   **11. Describe the innovative project.**

   **Problem:** Reading is the enabling skill that crosses all academic disciplines with ramifications throughout an individual’s life time. "It is common knowledge that reading is the fulcrum of academics, the
12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

When students are provided multiple engaging opportunities to read, at school and at home, fluency and comprehension improve. With increased reading comprehension skills, academic achievement improves. Mobile devices will enable the district to provide an avenue of reading that is congruent with how children interact with digital media in their day-to-day lives. Since digital textbooks look and feel congruent with what students are accustomed to interacting, districts will be able to compete with the myriad of distractions students encounter. Neurology research indicates the following, "Our brains improve. With this leadership, money will be saved in all districts. In implementing a 1:1 iPad program for grades 6-12, Reading Community City Schools has seen significant cost savings in paper and copying. With the addition of the digital titles through iLearn Ohio, there will be a reduction in the amount spent on supplementary book purchases for classrooms and the library, and fewer lost books. The Reading Community City Schools superintendent will act as the lead for this project. Drawing on his experience gained from the grades 6-12 iPad program in his own district he will mentor and guide the other superintendents in the partnership by sharing quantifiable strategies to cut costs, such as having a 3-year using Apple, using e-rate dollars to ensure WiFi capacity on school campuses, leveraging General Electric to provide a $365,000 grant. With this leadership, money will be saved in all districts. With mobile devices available to each student and teacher, free content available to teachers through iLearnOhio, the districts may eventually realize blended classrooms as they move into the 21st century skill of technological literacy. In a five-year forecast, there will be savings in textbook purchases.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortium or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

14. What is the total cost for implementing the innovative project?

1,932,067.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e., staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Total Project Cost: $1,932,067. The primary source of funding will be the Straight A grant funds awarded. In years 2015 to 2018, district general operational revenues may be utilized for additional license costs. Materials in the budget include license fees for access to high quality children's literature through the iLearnOhio Marketplace for each district. Each district is choosing an amount in their budget to purchase literary materials for students in K-8 to read at school, at home and in the community. The titles will be made available through the iLearnOhio Marketplace, with titles available for purchase to all Ohio school district platforms and consortia purchases through the iLearnOhio platform. The cost of mobile devices for each student and teacher for grades K-5 at an estimated cost of $500 per unit totaling $1,546,000. Additionally some members have included the cost of technology infrastructure upgrade to give their students access to iLearnOhio and the internet at an estimated cost of $80,000. Training for use of the iLearnOhio is available through IG Innovations "train the trainer" model. Cost for shared live half day PD session for the districts is estimated at $2,500. Additional PD costs at the district level are estimated at $92,650, which includes various costs from the districts including salaries and benefits, stipends, and purchased services. Additionally, expenses incurred in communications to disseminate information about the project at the district level to staff, parents and teachers is provided at an estimated cost of $1,000 at the district level. Program evaluation will be provided by an external third party to ensure objectivity, cost is estimated at $30,000. The project budget also provides for the administrative fee of 4.6% or $84,967 allocated to the lead applicant for project coordination and administration.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

0.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.) If there are no new/recurring costs, please explain why.

Replacement of mobile devices will reduce copying, paper, literature materials and library books.

16. Are there expected savings that may result from the implementation of the innovative project?

45,000.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

1. Less paper and copying 2. Reduction in purchase of library books 3. Reduction in purchase of supplementary literary materials for the various reading levels of students in the different grade level classrooms - from intervention level to enrichment level 4. Future reduction in textbooks offsets by the 5-year textbook purchases

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

Project will be self-sustaining because cost reductions will be realized with every staff member and student utilizing a mobile device. Cost Reductions will offset the equipment breakage, loss and maintenance. Less paper and copying and less purchase of library books for the various reading levels of students in the different grade level classrooms - from intervention level to enrichment level 4. Future reduction in textbooks offsets by the 5-year textbook purchases

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel that are impacted.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 12/01/2013

* Narrative explanation

Upon receipt of the award districts will formalize their individual action plans for planning, implementation and evaluation. This may be done in a consortium meeting to remove a potential barrier that not all individuals have the same degree of technical expertise or background in the digital world, selection of devices, etc., so that the leadership groups may continue to learn from each other. The planning timeline will vary slightly within each of the partner school districts, but each "Action Plan" will include: Communication: Upon receipt of the award, districts will continue planning the key elements implementation such as communication with all stakeholders in the districts which include board members, parents, teachers, students, and community groups about the new K-5 Digital literacy program. Communication planning will address the need to become competent in the digital world as a 21st century skill, the need for parental involvement at all stages of their child's
education, and the benefits. Device selection: Planning will also include meetings with the consortium members as well as stakeholders within the districts to research the most appropriate mobile devices for the age groups of the students. These meetings to research the technical will also include the parents of students K-5, or focus groups may be held to garner their support regarding the devices chosen and to remove any potential barriers. Professional Development: Key to any successful implementation is the understanding of the “why, when and how” which will be addressed in the professional development activities, after a needs assessment of current comfort levels and technical needs. Further removing any barriers of teacher resistance to the change will be the integral part in planning the professional development at each district. The professional development plan complete with the ILEA-Ohio (for other February 3) from the iLearnOhio will prepare devices for student deployment (setting up wifi, security, putting devices in shatter-proof cases) Selection and implementation of Pilot group. The Pilot group may be different within each district: a classroom at each grade level, or an entire grade level, or selection of smaller groups of volunteer teachers and parents. Selection of titles to be loaded into the ILEA-Ohio platform (committee may vary by district or CCIP Library. Information to be shared with the state include evaluation of student devices, training, best practices from the program, time lines, etc. Tightly controlled timeline: (Project duration planned as ends May 2014) “Roll out to another grade level or group with revisions from above evaluation June 2014” Evaluation begins and determines as to how many students of devices for district by summer school, leisure reading in the i, to reduce regression over the summer (Please note that within each district the specific time lines and implementation may vary in that if there is great success, the timeline may be moved up). The National Center to Improve the Tools of Educators, 1996, indicates that 1 in 6 children “will encounter a problem in learning to read,” and this will become evident in the first three years of school. For students who are struggling readers and at risk of being labeled “Learning Disabled” due to their inability to gain from the printed word, research from NRCLD (2005) indicates that if interventions occur early, and one of those is reading with parents at home, the trajectory will change, and students will achieve reading proficiency. With the 1.1 program interventions will occur individually and detailing will be at their instructional level, decreasing frustration and increasing fluency and comprehension. Further, recent research indicates that student access and use of technology was a “consistently positive predictor of students’ reading and mathematics scores (Shapely, p. 45, 2010). With 15% of students having access to an iPad (from the guidelines of recommendations,” “teachers have put them to use right away. The level of student engagement, instruction, and activities I have observed already would never have been possible without the technology that we now have,” shared Reading Middle school Principal, Bob Longworth. Financial savings will also occur as there will be no need to purchase multiple books at various reading abilities for classrooms, as well as the library. Savings will also occur in the maintenance of copy machines and paper, as students will utilize their tablets for supplemental materials. Eventually as teachers begin to utilize blended learning more, research and the need for some supplementary textbooks for research will also disappear.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

21. Is this project able to be replicated in other districts in Ohio?

22. If so, how?

23. Describe the substantial value and lasting impact that the project hopes to achieve.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked. The long-term benefit from the grant include: Improved reading scores, each student on grade level by 4th grade as measured by district and state testing Decreased spending on library books, textbooks, paper, and copying increased family involvement In order to achieve these measures of success, all participating districts must annually track progress on a series of short-term objectives toward meeting these long-term goals. To that end, the focus of the Straight A grant is congruent with measuring benchmark progress on these indicators. Specifically, districts will track progress on the following indicators: Percentage of students retained due to the third grade reading guarantee, reading achievement as measured by the State of Ohio achievement assessments in grades 3-5 Reading Value Added growth measurement as computed and reflected in Ohio’s accountability model, and Reading MAO targets for each student group. The source of benchmark comparative data points will be a combination of academic and process outcomes. Grades K-3 will continue the quarterly progress monitoring and show increases in fluency levels. Grades 4-5 will show increased fluency as well as comprehension

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

21. Is this project able to be replicated in other districts in Ohio?

22. If so, how?

23. Describe the substantial value and lasting impact that the project hopes to achieve.

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25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program’s progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

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<th>PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter “I Accept” and indicate your name, title, agency/organization and today’s date.</th>
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