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Adjusted Allocation: 0.00

Remaining: -3,621,877.00
Application
Steubenville City (044826) - Jefferson County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (512)

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: Technology and Reading Success (TARS)

2. Executive summary: Please provide an executive summary of your project proposal and which goal(s) in question 8 you seek to achieve. Please limit your responses to no more than three sentences.

Through this effort (TARS) schools will be able to diagnose reading deficiencies and achievement levels of 14,206 students in grades Kindergarten through three, create individualized reading improvement and monitoring plans and provide intensive reading interventions. This will be accomplished by: 1. Expanding the number of highly qualified reading teachers by offering graduate level courses for them to obtain their Reading Endorsement. 2. Developing a comprehensive easy to use data system for diagnosing reading deficiencies and achievement. 3. Provide on line customized intervention curricula for struggling readers that will be in use in addition to their daily reading instruction that is aligned with the Common Core Standards.

3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant: Melinda Young
Organizational name of lead applicant: Steubenville City Schools
Unique Identifier (IRN/Fed Tax ID): 044826
Address of lead applicant: 1400 West Adams Street, Steubenville, OH 43952
Phone Number of lead applicant: 740-283-3767
Email Address of lead applicant: myoung@scsohio.org

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

First Name, last Name of contact for secondary applicant: Charles Kokiko
Organizational name of secondary applicant: Jefferson County Educational Service Center
Unique Identifier (IRN/Fed Tax ID): 047779
Address of secondary applicant: 2023 Sunset Blvd., Steubenville, OH 43952
Phone number of secondary applicant: 740-283-3347
Email address of secondary applicant: chuck.kokiko@comerese.net

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

- Melinda Young, Steubenville City Schools, 044826, 1400 West Adams Street, Steubenville, OH 43952, 740-283-3767, myoung@scsohio.org; Mark Miller, Buckeye Local, 047767, 6899 St. Rt. 150, P.O. Box 186, St. Marys, OH 45884, 937-740-0580, d.fitch@omeresa.net; Patricia Cleary, Barberton City Schools, 043039, 4075 Old Eigh Road, Northfield, OH 44067, 330-447-0580, todd.stuart@nordoniaschools.org; Dana Snider, Harrison Hills City Schools, 044245, 735 Peppard Ave., Cadiz, OH 43907, 740-942-7800, psnider@hhsd.org; Brian Poe, Copley-Fairlawn City Schools, 049917, 3797 Ridgewood Rd., Copley, OH 44332, 330-664-4800, brian.poe@fairlawn-fairlawn.org; Bill Beattie, Edison Local Schools, 043034, 1501 Husband Rd., Lancaster, OH 43130, 614-766-5171, stones@smfcsd.org; Dick Fitch, Martins Ferry City Schools, 044917, 1307 Dennis Way, Toronto, OH 44964, 740-537-2456, fred.burns@comerese.net; Russell Jones, Stow-Munroe Falls, 04343, 4350 Allen Road, Stow, OH 44224, 330-689-5412, stokes@smfcsd.org; Fred Burns, Toronto City Schools, 044917, 1307 Dennis Way, Toronto, OH 44964, 740-537-2456, fred.burns@comerese.net; Kathryn Anderson, Switzerland of Ohio, 048652, 304 Mill St., Woodfield, OH 43793, 740-472-5801, kathryn.anderson@comerese.net; Dana Parent, Danbury Local Schools, 048934, 3451 East Harbor, Marblehead, OH 44064, 419-798-5185, parentd@danbury.k12.oh.us; Mike Stagg, New Boston Local, 04461, #1 Glennwood Tiger Trail, New Boston, OH 45662, 740-456-4626, mike.stagg@nbteachers.net; Charlie Keenan, Maple Heights, 044305, 5740 Lawn Ave., Maple Heights, OH 44137, 216-587-6100, charlie.keenan@mapleschools.com; Daryl Kubulis Jr., Cleverleaf Local Schools, 044885, 8252 Friendsville Rd., Lodi, OH 44424, 330-721-3505, daryl.kubulis@cleverleaf.org; Melody Lory Corley, East Cleveland City Schools, 043911, 1843 Stanwood Road, East Cleveland, OH 44112, 216-266-6580, morleyd@east-cleveland.k12.oh.us

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

8. Please 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.

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:)

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

- Technology and Reading Success (TARS) was developed through a collaborative effort of 21 Ohio School Districts, Franciscan University, Jefferson County Virtual Learning Academy and Software Solutions. The team reviewed surveys, latest results, teacher's certification, and available tutoring programs. The implementation Team will consist of Dr. Charles Joyce, Dr. Charles Kokiko, Mr. Paul Chaffee and Mrs. Melinda Young. Paul Chaffee is the CEO and Co-founder of Software Answers. Paul will be overseeing the necessary deliverables from Software Answers for this project. Paul Chaffee has been the leader of Software Answers since the beginning and during his tenure Software Answers created and launched the ProgressBook suite of applications which serve the K12 market. Dr. Charles Joyce has 30 years experience in administrative positions in Education (K-12 and Higher Education), he has been responsible for the administration of several grants. In the K-12 setting, as a Superintendent he had ultimate responsibility for overseeing a $19 million dollar budget as well as a construction budget for a new addition (11.4 million). In his current position at Franciscan University, he has administered several grants: HB 119; Ohio Core Grant ($100,000), HB115 Dual Credit Grant ($90,000) and OBR Improving Teacher quality Grant ($124,000). Dr. Charles Kokiko - Educator who has worked in PreK-12 for 19 years serving as a high school comprehensive science teacher, assistant principal, elementary principal, district curriculum director and ESC supervisor. He has authored online courses under the guidance of Quality Matters as well as taught virtually for grades 6-12 as well as graduate students as an adjunct professor in a graduate education program specializing in online instruction. Mrs. Melinda Young - Educator who has been in PK-12 education for more than 24 years. She has served as a Title One Reading Teacher, Parent Coordinator and Principal. Her current role is Director of Programs. In her current position she manages over 2.3 million dollars annually. During her career she has managed the Ohio Reeds Grants, Even Start, Parent Mentor, 21st Century, RTF, School Age Child Care, etc. The following: Software Answers Software Answers is a provider of web-based classroom and student management solutions for the K-12 education market. Their ProgressBook education applications are used by over 750 school districts across the U.S. and 75 percent of the Ohio Public Schools. Jefferson County Virtual Learning Academy offers a complete range of courses for K-3 students with an emphasis on the third-grade reading guarantee. Firmly rooted in Ohio's New Learning Standards, the curriculum incorporates e-books, interactive activities and animations that inspire learning and achievement. Virtual Learning Academy, strengthened by its thirteen-year history and service to over 52,000 students, is available 24/7 and easily adjusts to the student's daily routine. Steubenville City Schools is a public school system located in eastern Ohio. It has demonstrated its commitment to educating students. Over the last ten years the school system has managed over 6 million of competitive grants. Franciscan University has been educating students for 60 years. The University has grown from a small facility serving local veterans of WWII to an education institute recognized nationally and internationally serving over 5000 students. US News and World Report rank the University in the top tier of top colleges.

11. Which of the following best describes the proposed project? - (Select one:)}
11. Describe the innovative project.

Teaching reading is a job for an expert. Learning to read is a complex linguistic achievement. Most children depend on school to learn to read, and we must provide our students with a teacher who is highly qualified to teach reading. The Straight A Fund will provide funding for six (6) graduate courses in reading to 200 teachers. Rigorous courses offered by Franciscan University would allow teachers to earn a graduate degree in reading. This program includes, but is not limited to, reading, grade, classroom, teacher, school, intervention, tier, test, as well as historical data. If a student is scoring poorly in one area of an assessment, teachers or administrators can quickly provide intervention. The intervention plans within DataMap are customizable to suit the needs of the student. The main goal of Reading Success is to ensure success in Reading. Secondary goals include reducing the number of referrals to special education, decreasing retention, increasing daily attendance and address family needs. Each of the districts will implement DataMap.

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 consortia 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.

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.

Our overall goal is to increase student achievement. Each of the districts will implement DataMap. This comprehensive approach will ensure that every student including high-risk students will Read at grade level by the end of third grade. To accomplish the goal of reading success we will: Provide students with highly trained and educated teachers, a data system that is easy to use to diagnose reading deficiencies and achieve and a customized online intervention curriculum to meet the needs of all students. The main goal of Reading Success is to ensure success in Reading. Secondary goals include reducing the number of referrals to special education, decreasing retention, increasing daily attendance and address family needs. Each of the districts will implement DataMap.

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 consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

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The cost for the K-3 reading readiness curriculum (tutoring program) is $20.74 per student ($123,392) for a total of 368,284. This fee includes DataMap, Virtual Classroom, hosting fee and online reading tutoring. These expenses include accounting, contracting, auditing, record keeping, etc.

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

368,284.00 * 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.)

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 at least the project will sustain itself beyond the life of the grant.

324,484.00

Ongoing cost of this project will not start until FY2017. The projected cost at that time is $8.86 a student. All 21 school districts anticipate a great deal of savings from this project. In their financial impact documents they were very conservative in estimating savings. These include equipment, salaries, benefits and supplies. New cost are a total of $123,392. Savings are $368,284. This gives a positive balance of $244,892.
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 in the affected entities.)

* Proposal Timeline Dates

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<td>Implementation (MM/DD/YYYY): 12/18/2013</td>
<td>Technology and Reading Success (TARS) districts will be divided into three cohorts based on geographical location. To facilitate communication and coordination between the participating districts in each cohort, each will identify a contact person. These contacts will be responsible for determining the schedule for training dates, share feedback, making recommendations if needed for adjusting assessments, lessons, addressing issues and problems as they arise, etc. These contacts will work together to identify monthly training dates. One of the first issues to be addressed with the district will be negotiating individual district schedules to determine suitable training dates. Another issue will be maintaining open communication and coordination among districts and schools. There is a requirement that the schools and districts communicate regularly. October - Consortium of schools developed October - Planning and development of proposal December - Grants awarded January - Contracts designed and signed for service January - Equipment purchased (wireless devices) January - Consortium district representatives scheduled dates for training January - 1st Webex held February - DataMap used by school districts February - Data put in DataMap February - Webex Conference call February - Reading Lessons assigned to student March - 1st assessment with DataMap March - Reading lessons assigned to students March - Webex conference call April - Reading lesson assign to students April - Webex conference call May - 2nd assessment with DataMap May - Webex conference call</td>
</tr>
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19. Describe the expected changes to the instructional and/or organizational practices in your institution.

Policy changes in accountability and testing policies have provided educators with access to an abundance of student-level data. Teachers want and need to use assessment data to respond to student's academic strengths and needs. Data provides a way to assess what students are learning and the extent to which students are making progress toward goals. But teachers, parents and administrators need a system to collect and organize the data so it is useable. This is one of the complaints we have heard over and over that we had the data but could not use it. Software Solutions has developed a comprehensive easy to use data system for diagnosing reading deficiencies and achievements. By being able to analyzing the data the district will be able to better align resources and meet student needs. This will also help schools to eliminate programs and projects that do not move the school toward the goal of increasing student achievement.

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

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.

Research supports the Technology and Reading Success (T.A.R.S.). The current research shows that teachers' mastery of the academic content they teach is critical to engaging students and is a significant factor in raising the levels of students achievement. Study after study show teacher quality is a key element of student academic success. Studies and surveys suggest that students prefer online in-person tutoring. Also the online intervention program is convenient it can be done at school or home. Student will receive the highest quality help and 24/7 access. Technology and reading success would give school districts the ability to maintain their curriculum, assessments, data analysis, grade book, Learning Management system, supplement work and with a single log-in. Students would work with the supplied curriculum developed by Highly Qualified Teachers and would gain exposure in 21st Century and technology skills. For those students needing accommodation, supplemental work would be provided to cover the required material and to help the students become confident in their work. This delivery method would be integrated with the grade book, would allow teachers easy access to the assessment information and would curtail any possible problems before they occur. With this proposal, school districts have the ability to focus less on the implementation of a successful K-3 English/Language Arts Program, and more on student achievement.

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

If Yes, list the districts. If No, describe why not.

22. If so, how?

The funding for Technology and Reading Success is over we are confident that the gains we expect to make in students reading achievement will be substantial and that our network will continue to grow. This project has already invested in infrastructure, as well as the development of highly qualified reading teachers and online student lessons. Software Solutions is currently serving over 75% of Ohio schools with ProgressBook, Grade Book and Student Information. DataMap would also be able to be used for Science, Social Studies, and Math. The 21st consortium of schools encourage other districts to implement the increases cost effectively.

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

The five year goal is to have all students reading on grade level by the end of the third grade. Reading foundational skills are ideal for individual, adaptive, computer-based instruction. Computers possess unlimited capacity for pursuing an organized sequence of goals and can tailor instruction to the individual needs of each child. By requiring active, thoughtful response, technology can ensure that no child is left out or confused by concepts or vocabulary. Nor would any child need to sit idle waiting for others to catch up. TARS will monitor progress, streamline intervention and direct tutorials for each student. This makes instruction both more effective and more efficient. Every child would advance more securely, would learn far more, and we will send children on to fourth grade knowing they had mastered foundational skills of reading.

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 measured.

Benchmark 1 June 2014 Expanding the number of highly qualified reading teachers June 2014 (95% of the 200 teachers selected will complete the Reading Course work from Franciscan University). August 2014 95% of the 200 teachers will receive a reading endorsement on their Ohio Teacher License. August 2014 100% of 14,206 students will be taught by a highly qualified teacher. Benchmark 2 February 2014 100% of 90% of 2,056 students will use DataMap to collect data. February 2014 Baseline will be determined at this time (normally it will be done at the beginning of the school year) to track student data. February 2014 100% of teachers will assign students who need intervention or acceleration to an online intervention lessons. May 2014 25% decrease in the number of students off track at each grade level. July 2014 5% increase at the proficient level on the 3rd Reading Assessment from 2013. Other areas we hope to accomplish are a reduction in the number of students referred for special education, a reduced need for intervention and less intervention and fewer retentions.

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.

Based on the baseline assessment administration at the beginning of the school year until February each school will set a long term goal, with interim goals for each quarter. At each assessment period progress will be reviewed and a new interim goal may be set. In addition areas of concern will be addressed at the building or district level. After analyzing the data the district will be able to track students from one grade level to the next. Each district will be asked to set their goals on: % of students on track % increase of State Assessments %of students receiving intervention %of students receiving accelerated services. By setting goals and analyzing data we can increase efficiency and make the education process more effective for each child. This process could also be implemented with other.
courses such as math, science and social studies. We would also like to evaluate the results from the 3rd Grade Reading OAA versus the various diagnostic test used the districts. By comparing this data we will be able to identify the best assessments for predicting the results of the 3rd grade OAA. This will also help schools by getting rid of what does not work and only using assessments that produce results.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

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.

Accept: Melinda Young Director of Programs Steubenville City Schools 10/25/2013