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A) APPLICANT INFORMATION - General Information

1. Project Title:
Reading Expands All Children's Horizons (REACH)

2. Executive summary: Please limit your responses to no more than three sentences.
Reading Expands All Children’s Horizons (REACH) is a K-1 literacy initiative that will bolster reading achievement and help students become 21st century learners by engaging parents as their children’s at-home learning partners. Through 1:1 devices and educational media, REACH will extend learning beyond the school day into homes and communities for anytime/anywhere learning. Teacher-guided and aligned to the common core, REACH’s engaging, multimedia reading modules will motivate parents and excite children to practice reading through the REACH website and the free digital media library, PBS LearningMedia.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

1030 3. Total Students Impacted:
This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:
- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

5. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant
Dr. Virginia Rammel
Organizational name of lead applicant
Milton-Union Exempted Village Schools
Address of lead applicant
7610 Milton-Potsdam Rd, West Milton, OH 45383
Phone Number of lead applicant
937-884-7910
Email Address of lead applicant
rammelv@milton-union.k12.oh.us

6. Are you submitting your application as a consortium? - Select one checkbox below
- Yes
- No
If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.
Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Kindergarten and first grade students are entering our schools with a wide range of reading abilities. Consortium data reveals that approximately 40% of our students are entering K-1 performing below grade-level while approximately 10% are demonstrating above grade-level reading ability, as evidenced by DIBELS, kindergarten screening, and KRA-L scores. Consortium teachers are unable to fully address these disparities within the constraints of the school day, limiting the chance for K-1 students to reach their reading potential. Research shows that students who do not learn to read in early grades remain academically disadvantaged throughout their school years and beyond. In addition to the incoming disparities, parental engagement is low. Many K-1 parents perceive that they lack the skills and resources to help their children practice reading at home. The partnership districts are providing costly intervention programs and yet, these in-school programs are not achieving the desired results. While much of class time is spent teaching the 40% of students reading below grade level, little attention is given to the 10% of students who are reading above grade-level. More time and support is needed to address each student's skills and maximize their reading potential. The REACH initiative empowers parents, students and teachers with resources needed to individualize learning and provide them with the resources necessary to grow both in school and at home.

The proposed innovation and how it relates to solving the problem or improving on the current state.

Reading Expands All Children's Horizons (REACH) is a K-1 literacy initiative that will bolster reading achievement and help students become 21st century learners. REACH is designed to increase parent engagement in their child's early years of learning. By equipping parents with appropriate tools and training, they will become their child's at-home learning partner; thereby, expanding learning opportunities beyond the school day. By engaging K-1 parents at the most critical time in a child's learning process, REACH will increase student achievement. Here is what the REACH program looks like: K-1 students will use multimedia reading modules called BYTES, on their own dedicated laptops.

REACH BYTES will be accessible anytime/anywhere, via a dedicated REACH website, PBS LearningMedia and other open-ended platforms such as iLearnOhio. Teachers, students and parents will have ongoing training and support to use the laptops and BYTES, in school and at home, to improve reading skills based on individualized needs. Here is how the innovative REACH program works: Teachers will determine a reading level for each student based on benchmark tests and screening results. Differentiated reading modules (BYTES) will be assigned to each student via laptop for use during class and as parent/student homework. All data and feedback collected from the teacher, parents and student will be shared at quarterly conferences and subsequent reading goals will be developed. REACH will improve K-1 reading achievement by using best known practices of K-1 reading and 1:1 learning, including high-quality resources that encourage teacher/student/parent engagement, and provide training, assessment, and support. High quality: District reading specialists will work, with education producers from PBS/ThinkTV, to create high-quality content targeted to both academic and social-emotional needs of K-1 readers. Engaging content: BYTES will be creative and enjoyable multi-media lessons, with each BYTE emphasizing one reading concept, such as understanding the 'short a'. BYTE will contain: - Introductory video to link the concepts and 'hook' the user (e.g. "hats" theme for studying 'short a' words) - Video or online reading games (e.g. view the Word World episode called "Hats") - Books (e.g. "Cat in the Hat" by Dr. Seuss, and "Caps for Sale" by Esphyr Slobodkina, and "Hats, Hats, Hats", by Ann Morris) - Activities (e.g Cut hats from a magazine and sort by color)

Superintendent Mark Edwards of Mooresville City Schools in Mooresville, NC says, "When students are engaged in their work and link a creative experience using audio, movies or research to the lesson, it literally builds a cognitive link, helping students understand what they are learning and why they are learning it..." and with 1:1 learning, "teachers are more effective, more successful, more excited about the kind of teaching they are doing,..." Training, assessment and support: - Teachers and students will be trained in 21st century learning skills, laptop usage, safety and digital citizenship - Parents will have face-to-face training on hardware, software, digital citizenship, and how to use BYTES. Training will culminate with required agreement 'contracts' - Teacher/student/parent conferences will individually assess learning plans and jointly create subsequent goals - Teachers and parents will communicate via email and social media sites will allow peer-to-peer support.

With REACH, K-1 students can achieve reading success because: - Parents will become more engaged learning partners with their children - Teachers can individualize reading plans to maximize student potential - Teachers and families will share powerful resources - REACH can be modified for families without internet access - Schools will create collaborative reading cultures that will continue through the school years.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate)) in the box below.)

The main goal of the REACH initiative is to increase student achievement by improving K-1 student literacy rates. After year one, the percent of kindergarten and first grade students performing below grade level will be less than 25% and the percent performing above grade level will be 15%. In year five, as a result of an increased optimization of the REACH initiative and 1:1 computing, less than 15% of our K-1 students will be below grade level and 25% will perform above grade level. REACH's impact on student achievement will be realized through (1) engaging multimedia BYTES; (2) 1:1 laptop devices; and (3) increased parental engagement, as follows: 1.) Students will enjoy and engage with
C) SUSTAINABILITY

Partners are not required to submit a Financial Impact Table. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

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

- **New - never before implemented**
- **Existing: Never implemented in your community school or school district but proven successful in other educational environments**
- **Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership**
- **Mixed Concept: Incorporates new and existing elements**

### 11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

#### Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

#### Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.
Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

2,107,977.12 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

PBS/ThinkTV costs: Planning/Designing/Producing Reading BYTES = $250,290 REACH Media Budget* R & D and Curriculum Planning $10,000 Aligning units with curriculum Six Parent Intro Videos $ 21,000 How to use BYTES to read with your child, etc. 18 Kindergarten Web/Video Modules @ $5,000 each $ 90,000 Reading BYTES 1st Grade Web/Video Modules @ $5,000 each $ 90,000 Reading BYTES Media Research and Evaluation $ 12,290 REACH Design Team Activities Project Web Site Design $ 10,000 Hosting Videos, Curriculum, Data, etc. Social Media Support $5,000 Facebook, Twitter Project Management @ 5% $12,000 G & A Totals: $250,290 *Ohio State's Crane Center for Early Childhood Research cost is embedded in PBS/Think TV's costs. RATIONALE: PBS/Think TV will create multimedia reading modules called BYTES which will be accessible anytime/anywhere, via a dedicated REACH website and PBS Learning Media. PBS will provide high-quality resources that encourage teacher/student/parent engagement in addition to training, assessment and support. BYTES, common core-aligned, will be based on the five foundational reading skills. Technology Costs Number of laptops purchased (includes a 5-year warranty) 1,030 X $1,600 = $1,648,000 Milton-Union 260 $416,000 Franklin-Monroe 140 $224,000 Piqua 630 $1,008,000 Totals: 1,030 $1,648,000 1,030 Laptops X $1,600 = $1,648,000 1,030 Laptop Cases X $30 = $30,900 RATIONALE: 1:1 computing (one laptop per child) is critical to the success of the REACH initiative that will provide anytime, anywhere learning while motivating and engaging students. Our design team has determined that lap top devices are the best solution capable to meet the functionality of the REACH initiative. Padded laptop cases are required to help protect the devices. External Evaluation: Wright State's Office of Evaluation & Research Dr. Jill Lindsey will serve as the external evaluator on the REACH project = $95,790. RATIONALE: Summative evaluation of the REACH project will be conducted utilizing mixed methodologies. The evaluation of increased student achievement will be calculated in May 2016 using student achievement data from DIBELS or MAP and Terra Nova. Descriptive statistics of these data will be included along with the percentages of students performing below, at, and above grade level in kindergarten and first grade. Graphic representations of these data with written descriptions will be provided in a final report and slide presentation for use by the districts to disseminate as so deem. Classroom Library Materials 47 K-1 classrooms in partnership districts X $1,000 for library materials = $47,000 RATIONALE: This one-time classroom library cost will be replaced by PBS/ThinkTV books, games, apps and other resources. Stipend for Reading Specialists Two Reading Specialists from each of the three partnership district (6) X $5,172 stipend = $31,032 RATIONALE: Reading Specialists will: - Align Reading BYTES to the Common Core and assign modules to appropriate grade level - Work with PBS/ThinkTV and OSU’s Crane Center in designing modules, choosing books, videos, activities, games, apps.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified in the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

There will be costs incurred as a result of maintaining and sustaining the REACH initiative after June 30th of the grant year. K-1 teachers will be given stipends (plus 16% for benefits) to conduct two additional teacher/student/parent conferences to share data and feedback, discuss issues, address concerns and establish subsequent nine-week goals. K-1 teachers will also participate in consortium meetings at which stakeholders will discuss student progress, both qualitative and quantitative, successes and lessons learned and possible changes to upcoming action plans. Meetings will be held quarterly resulting in six days of professional development. Substitute teachers will be needed in K-1 classrooms during the four days of teacher/student/parent conferences and the six scheduled days for consortium meetings. These costs are incurred as a result of the disruptive innovation and because building a culture of collaboration in our schools around 1:1 learning is imperative to ongoing success. While these costs may be reduced in future years, they are not currently measurable reductions, and will be assumed to be continuous. Continuation of Costs Milton-Union: Stipend for K-1 teachers: $1,293 x 11 teachers = $14,223 Benefits: $206.88 (16% of $1,293) x 11 teachers = $2,275.68 Substitute Teacher costs: $75 x 11 teachers x 10 days = $8,250 Benefits: $12.00 (16% of $75) x 11 teachers x 10 days = $1,320 Total Costs: $26,068.68 Franklin Monroe: Stipend for K-1 teachers: $1,293 x 6 teachers = $7,758 Benefits: $206.88 (16% of $1,293) x 6 teachers = $1,241.28 Substitute Teacher costs: $80 x 6 teachers x 10 days = $4,800 Benefits: $12.80 (16% of $80) x 6 teachers x 10 days = $768 Total Costs: $14,567.28 Piqua: Stipend for K-1 teachers: $1,293 x 30 teachers = $38,790 Benefits: $206.88 (16% of $1,293) x 30 teachers = $6,206.40 Substitute Teacher costs: $80 x 30 teachers x 10 days = $24,000 Benefits: $12.80 (16% of $80) x 30 teachers x 10 days = $3,840 Total Costs: $72,836.40

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.
14. Will there be any expected savings as a result of implementing the project?

- Yes
- No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

Yes, all three partnership districts will experience savings as a result of implementing REACH. Milton-Union: '15-'16: Reduction of .5 support staff teacher (Title I or intervention specialist) - Salary (average cost) - $27,013.50 - Corresponding benefits - $12,769.88 Repurpose K-1 library budget Repurpose K-1 mobile labs Total costs savings: $39, 783.38 Net savings for '15-'16: $39, 783.38-$26,068.88 (ongoing costs) = $13,714.70 '16-'17 Reduction of one support staff teacher (may be Title I, intervention specialist or a combination thereof) - Salary (average cost) - $54,027 - Corresponding benefits - $25,539.76 Repurpose K-1 library budget Repurpose K-1 mobile labs Total costs savings: $79,566.76 Net savings for '16-'17 = $79,566.76-$26,068.88 (ongoing costs) = $53,498.08 Net Savings for '17-'18, '18-'19 and '19-'20 will be a minimum of $53,498. There could be additional savings in salaries (support staff), corresponding benefits and materials. Professional development could be reduced, prompting the reduction of substitute teachers needed. Franklin Monroe '15-'16 & '16-'17: Appropriated expenditures for K-1 mobile lab (25 laptops, cart, etc.) = $30,000 Reduce K-1 library budget = $5,000 Total costs savings: $35,000 Net savings for '15-'16 & '16-'17 = $35,000- 14,567.28 (ongoing costs) = $20,432.72 '17-'18, '18-'19, & '19-'20 Reduction of full-time classroom aide: -Salary = $18,000 -Corresponding benefits - $2,781 Total savings for '17-'18, '18-'19, & '19-'20 = $20,781 Net savings for '15 through '20 = $20,781 + $35,000 = $55,781-14,567.28 (ongoing costs) = $41,213.72 Piqua: '15-'16, '16-'17, '17-'18, '18-'19, & '19-'20 Reduction of 2 support staff teachers (intervention specialist & expanded learning) - Salaries - $126,915 - Corresponding benefits - $23,367 Purchased services (Train the Trainer Professional Development) = $5407 Total savings for '15-'16, '16-'17, '17-'18, '18-'19, & '19-'20 = $155,689 Net savings for '15-'16, '16-'17, '17-'18, '18-'19, & '19-'20 = $155,689 - $72,836.40 = $82,852.60 FIVE YEAR PARTNERSHIP SAVINGS = $806,476.62

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

The REACH initiative will be self-sustaining for at least five years after June 30, 2015. The ongoing costs for the three partnership districts will be more than offset by the saving realized through increased student achievement. The increased student achievement will reduce the need for intervention specialists. The successful implementation of REACH will eliminate the need for mobile computer labs in the K-1 grades, reduce library budgets and reduce purchased professional development services. REACH will replace the need for these items by: - providing access and resources needed for teachers/students/parents to individualize K-1 reading instruction, requiring fewer salaried intervention staff members - the 1:1 (one laptop per student) program eliminates need for mobile computer labs in the K-1 classrooms - providing reading BYTES in lieu of traditional library books and other literacy materials - providing in-house training for teachers, parents and students on their respective responsibilities within the REACH initiative. REACH training modules (to include post-training videos and "pdf" documentation, such as agreement "contracts") will be accessible to all stakeholders via the laptops and the REACH website. Additional training support is available in each district via local REACH support teams, social media sites, and access via links on the laptops to other help sites if needed. In summary, the schools will each enjoy net savings as a result of the REACH initiative, with a total 5-year partnership savings of $806,476.60. The REACH program is not only a solid financial value to our schools, but to the futures of our K-1 students and their families.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.
Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

**Date Range:** July 2014 - August 2015

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

**Anticipated barriers to successful completion of the planning phase**

Barriers: Disparate measures of student reading 'below, on or above' grade level across districts Plan to mitigate: use results from a common standardized test or correlation guide Barrier: determining the "right" reading level of modules Plan to mitigate: Pilot assessments with data sharing. District reading specialists will determine grade level placement Barrier: Timely review during design cycle Plan to mitigate: Consortium leadership will divide review process among district teachers to ensure timely reviews. Barrier: Communication gaps among district partners during project planning phase. Plan to mitigate: Stakeholders committed to regularly scheduled meetings throughout planning phase.

18. Implementation - Process to achieve project goals

**Date Range:** August 2015 - May 2016

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

**Anticipated barriers to successful completion of the implementation phase**

Barriers: Technology issues Plan to mitigate: Students will receive laptop care training and padded backpacks. The laptops will have the flexibility to transition from a traditional laptop to a tablet with touch screen capabilities. Students will be proficient users before they take laptops home, and parents will receive technology training throughout the school year. Additional training videos will be on laptops and website. REACH support teams and social media sites will provide extra support. A five year warranty and replacement units will be available as needed. Teacher/student/parent conferences will address individual technology issues. Barriers: No internet access at home. Plan to mitigate: PBS LearningMedia has limited accessibility by smartphone or tablet connected to mobile broadband service. If none available, BYTES will be pre loaded and on-line learning components can be "flipped" for classroom viewing. Barriers: Parents hesitant or unable to attend training and conferences or do not engage with their child's REACH learning plan. Plan to mitigate: Districts will set the tone for increased parental engagement with K-1 entry expectations and parent agreements at registration. Parent trainings and conferences will reinforce responsibilities during the school year. REACH support teams will schedule at-home or workplace conferences when needed. While not ideal, individualized learning plans can be adjusted so students can complete reading BYTES without full adult participation. Barriers: Parents not available for at-home teaching with child. Plan to mitigate: Laptops loaded with full training suite for use by parent-
### 19. Summative Evaluation - Plans to analyze the results of the project

**Date Range** After May of 2016

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

Summative evaluation of the REACH project will be conducted by Dr. Jill Lindsey, Wright State University utilizing mixed methodologies. The #1 goal of the REACH initiative is to increase student achievement by improving K-1 student literacy rates. The evaluation of improvement target will be calculated in May 2016 using student achievement data for DIBELS, MAP and/or Terra Nova. Descriptive statistics of these data will be included along with the percentages of students performing below, at, and above grade level in kindergarten and first grade. Graphic representations of these data with written descriptions will be provided in a final report and slide presentation for use by the districts to disseminate as they deem. The REACH's proposal the impact on student achievement will be realized through (1) engaging multimedia BYTES; (2) 1:1 laptop devices; and (3) increased parental engagement. Evaluation of these key components will be accomplished through process documentation and survey data related to parent-facilitated student reading practices and engagement in laptop BYTES activities. Key project milestones are development of BYTES, distribution of laptops to students, access to BYTES, training of stakeholders, and implementation fidelity including benchmark testing for student progress monitoring & instructional planning and quarterly estimates of progress toward goals. Documentation checklists and implementation rubrics will be developed to capture planning and implementation processes. These data will be summarized and displayed in visual and written forms in quarterly reports, the final report and accompanying slide presentation.

* Anticipated barriers to successful completion of the summative evaluation phase.

Barrier: Stakeholder disappointment or discouragement due to slow progress. Plan to mitigate: Establish and reiterate realistic expectations around building teacher and parent capacity as a multi-year process. Provide literature such as Education Week article (2/14) regarding the roll-out of 1:1 initiatives, a consultant cautions that it takes a teacher three years to truly change their craft. Barrier: Participation in partnership/consortium meetings may wane over time. Plan to mitigate: Emphasize and provide high-quality professional development during partnership/consortium meetings. Articulate the expectation and accountability of participation in a quarterly meetings with all stakeholder groups during the pilot planning/execution and implementation phases. To help promote a culture of collaboration and continuous learning, representatives from each entity will participate in setting the agenda and planning the professional development. Barrier: Parental participation may wane over time. Plan to mitigate: Reinforce and affirm the importance of the tripartite partnership between parents, student and teacher. Celebrate participation as well as progress at quarterly conferences and discuss the important role parents play in using individual student data and feedback to help the team establish their subsequent nine-week goals. Barrier: Failure of teachers to properly document their student reading data and use. Plan to mitigate: Teacher stipends will be clearly provided for a specific listed activities teachers agree to participate in and document.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

REACH will dramatically change K-1 teaching and learning in our schools. REACH will change: instruction from teacher-centered to student-centered and parent-student engagement to daily at-home learning. New institutional practices will create permanent cost-savings through organizational efficiencies. Instructional changes for teachers: Improved models for delivery of instruction will include: - 21st century resources for individualized re-teaching and interventions - Role changes from "sage on the stage" to "guide on the side" or "learning coach" - Teacher/parent communication choices (laptop, email, social media) support classroom teaching - Flipped classroom capability for more in-class work time and more student-centered instruction - Teachers' administrative workload reduced with anytime/anywhere capability - Increased reliance on digital resources; less reliance on textbooks - Greater access to blended and on-line professional development Instructional changes for students: Students will take ownership of their learning due to: - One-to-one devices that motivate students to learn and apply their knowledge (Project Tomorrow, 2010) - Personal engagement with high quality multi-media and personal choice which will drive interest - Resources to propel their own learning - Ability to read along with books and complete reading BYTES at home - Accessible for all students regardless of physical or language barriers Changes to parent-teacher engagement: After parents' are given clear expectations and training, they will become their child's at-home learning partner - Receive training on laptops, REACH BYTES, digital safety and citizenship, school-home communication - At quarterly conferences, teacher, student and parents will review student data, exchange feedback and establish subsequent nine-week goals K-1 organizational changes: School days and staff resources will be more efficient as follows: - "extension" of the learning day to at-home, anytime/anywhere capability - Reduced intervention and support staff - Repurposed K-1 mobile computer labs for use in higher grade levels - Create district- and community-wide momentum around 1:1 and 21st century learning REACH will allow access to 21st century learning resources previously unavailable outside the school day, especially in lower socio-economic communities. One-to-one learning will create: anytime/anywhere access to high quality, differentiated resources; parent training and support for engaging with their child's reading; individualized REACH BYTES and engaging family literacy activities. The REACH program will be entirely replicable and sustainable for any common core- aligned districts. The entire REACH curriculum collection including learning and training modules and reading BYTES will be housed in downloadable or streaming formats on its own REACH website, accessible to all teachers and students across Ohio and the U.S.

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**E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication**
21. 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.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

Statistics show students with literacy deficiencies in the early grades rarely catch up to peers. Research also shows strong outcomes for children whose parents regularly engage in reading at home. Students spend 70% of their waking hours outside of the classroom. REACH's 1:1 (one laptop per student) reading initiative will create engaging learning opportunities beyond school-day limitations. Research has shown technology-equipped students are more "motivated to learn (51%), apply their knowledge (30%), and take ownership of their learning (23%). Teachers also report that, by using technology, students are developing key 21st century skills including creativity (39%), collaboration (30%) and skills in problem-solving and critical thinking (27%)" (Project Tomorrow, 2010). According to the Southwest Educational Development Laboratory (2002), "Students with involved parents, no matter what their income or background, are more likely to: earn higher grades and test scores; enroll in higher-level programs; be promoted, pass their classes and earn credits; attend school regularly; have better social skills; show improved behavior and adapt well to school; graduate and go on to post-secondary education." Many reports, such as the 2010 Harvard Family Research report, state that parental involvement is associated with higher achievement outcomes. Early literacy skills are influenced by the environment in which the child lives and is educated, (Smith, Brooks-Gunn, and Klebanov, 1997), and studies show direct correlation between families that encourage early reading and future academic success (Epstein, 2002). According to a 2001 study by the Michigan Department of Education, "School-initiated activities to help parents change the home environment can have a strong influence on children's school performance," but also, "Parents need specific information on how to help and what to do." According to Tracy Hill, Office of Family and Community Engagement at Cleveland Metropolitan Schools, "Parents who want to be involved just need someone who will show them the way." This affirms the importance of our regularly scheduled REACH conferences, which will individualize at-home instruction with goals, plans and resources loaded directly onto their laptops. REACH will empower teachers to plan, implement, and monitor each student's success; allowing teachers to "envision more student engagement and provide immediate feedback." (Chung & Storm, 2010.) Further, teachers will have "newfound time to differentiate instruction" and have "more information on how their students are doing academically." (Project Tomorrow, 2010). REACH will increase student achievement through innovative change and shift from intervention to enrichment. Our consortium has considered success stories, (such as Mooresville City School District in N.C.) and 'lessons learned' from schools that launched with lesser success. Mooresville Superintendent, Mark Edwards, states that since launching their 1:1 initiative in 2006, their district ranks 114th out of 115th in funding in NC, but #2 in graduation rate and student achievement. He further states, "When students are engaged in their work and link a creative experience using audio, movies or research to the lesson, it builds a cognitive link, helping students understand what they are learning and why they are learning it." Edwards believes, "teachers are more effective, more successful, more excited about the kind of teaching they are doing, and are growing professionally and learning exponentially." The consortium’s decision to limit the REACH initiative to K-1 is based on the desire to launch 21st century learning environments but allow time for gradual adoption in our schools. Incoming 'digital native' students and their parents may be technology-ready, but teachers may need more time, according to Leslie Wilson of the One-to-One Institute, "to truly change their craft to engage in ubiquitous technology.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

External Evaluator Jill Lindsey, PhD Professor & Chair Leadership Studies in Education & Organizations Director, WSU Office of Evaluation & Research College of Education & Human Services Wright State University Dayton, Ohio 45435 WSU office: 937.775.3298

* 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 project's progress).

Summative evaluation of REACH will be conducted utilizing mixed methodologies. The #1 goal of the REACH initiative is to increase student achievement by improving K-1 student literacy rates. The evaluation of improvement target will be calculated in May 2016 using student achievement data for DIBELS, MAP and/or Terra Nova. Descriptive statistics of these data will be included along with the percentages of students performing below, at, and above grade level in kindergarten and first grade. Graphic representations of these data with written descriptions will be provided in a final report and slide presentation for use by the districts. The REACH’s proposal states the impact on student achievement will be realized through (1) engaging multimedia BYTEs; (2) 1:1 laptop devices; and (3) increased parental engagement. Evaluation of these key components will be accomplished through process documentation and survey data related to parent-facilitated student reading practices and engagement in laptop BYTEs activities. Key project milestones are development of BYTEs, distribution of laptops to students, access to BYTEs, training of stakeholders, and implementation fidelity including benchmark testing for student progress monitoring & instructional planning, quarterly estimates of progress toward goals. Documentation checklists and implementation rubrics will be developed to capture planning and implementation processes. These data will be summarized and displayed in visual and written forms in quarterly reports, the final report and slide presentation. Ongoing, formative evaluation will collect and analyze data related to implementation fidelity and progress utilizing the proposed timeline and an array of student reading assessments and surveys. Formative assessment includes: Baseline student test results from DIBELS and/or MAP; Quarterly benchmark testing for student progress monitoring & instructional planning; Quarterly assessments of progress toward target goals.
23. Describe the substantial value and lasting impact which the project hopes to achieve.

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

The REACH action plans will result in quantifiable measures that will demonstrate increased achievement for K-1 reading. Quantifiable Measures: -Aug./Sept. '15-administration of a benchmark test to create a baseline - test to include DIBELS/MAP -Early Jan. '16 - administration of another benchmark test for progress monitoring purposes and to aid with future planning -Early May '16 - administer the summative evaluation, either DIBELS/MAP and Terra Novas. The Terra Nova test is administered in May to elementary students. Results from this test will monitor the growth from the end of kindergarten to the end of 1st grade and from the end of 1st grade to the end of 2nd grade. Below grade level: -After year one of the REACH initiative, the percent of kindergarten and first grade students performing below grade level will be less than 25%. As stated in our problem, approximately 40% of students now enter school performing below grade level. -In year five, as a result of an increased optimization of the REACH initiative and 1:1 computing, less than 15% of our students will be below grade level in kindergarten and first grade Above grade level: -In year one, the percent of kindergarten and first grade students performing above grade level will be 15%. Approximately 10% of students now perform above grade level when entering school. -In year five, 25% of students will perform above grade level at entry REACH will lead to successful goal attainment: With students: -Accessibility to high-quality materials (PBS/Think TV, iLearnOhio, games, apps, e-books) 24/7 via their 1:1 device -Beginning in kindergarten, REACH will become routine for the youngest of learners -Carrying a laptop to and from school and engaging in the three components of the learning BYTES will become institutionalized for them. -As students become "hooked" on the BYTES - watching a video clip, reading a book, and doing an activity or game (all aligned to a specific common core standard), they will become enthused about learning. With parents: -As children are entering kindergarten and first grade, parents' attention to their child's schooling is peaked, making this the opportune time to "capture" parents. -REACH will increase parent expectations at the outset. -Parents will sign a commitment outlining the school's expectations of them. -Parents along with their child will attend four conferences throughout the year to: -share feedback, concerns, procedures -outline the progress the child has made in the nine-week period using real-time data -jointly set goals for the subsequent nine-weeks -if parents cannot attend or refuse to attend conferences, members of the support team will follow through with a home visit. -Engaged parents will better understand the importance of their involvement in their child's education and will be more likely to extend this engagement to their younger children. -With teachers: -gradually change their approach from teacher-centered to student-centered classrooms. -true differentiate instruction for all -make learning more personalized with 1:1 tools and resources -challenge students to maximize their potential -receive professional development at multiple times -the implementation of the REACH initiative: -Laptop device and its capabilities -REACH BYTES and their many uses -Development of personalized learning plans -Tracking progress and setting goals with parents and students. REACH will continue after the grant period has expired. As REACH continues to increase student achievement, it will have an even greater impact in subsequent years: -Capacity-building in teachers will increase as partnership districts collaborate and refine professional development. -Teacher/parent/student partnerships will become institutionalized. -Kindergarten parents and students, along with parents and students new to the district at both grade levels, will receive training on the REACH in

24. Describe the specific benchmarks, by goal as answered in question 9, which 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 applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

The REACH initiative has one major goal: increased student achievement. Achievement will be monitored using DIBELS and/or MAP tests, conducted three times throughout the year - in August/September, early January and early May. Quantitative Measures: For students reading below grade level: -After year one of the REACH initiative, the percent of kindergarten and first grade students performing below grade level will be less than 25%. As stated in our problem, approximately 40% of students now enter school performing below grade level. -In year five, as a result of an increased optimization of the REACH initiative and 1:1 computing, less than 15% of our students will be below grade level in kindergarten and first grade Above grade level: -In year one, the percent of kindergarten and first grade students performing above grade level will be 15%. Approximately 10% of students now perform above grade level when entering school. -In year five, 25% of students will perform above grade level at entry. The following anticipated REACH outcomes will be more difficult to benchmark because of their subjectivity. They will be tracked using pre and post surveys using a 5-point Likert scale designed by Wright State University's Office of Evaluation & Research. Our consortium is working with Mark Edwards, superintendent of Mooresville City Schools. While their 1:1 computing is in its sixth year in eight weeks.
grades 3-12, it will be extended to grades K-2 in '14-'15. Their success is substantiated at multiple levels: end-of-grade tests in 3-8, end-of-course high school exams, the combined total scores on the SAT reading and mathematics tests and a 14% increase in graduation rate in four years. This is one more resource that will be utilized to ensure REACH's success.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

[ ] Yes

[ ] No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

The REACH initiative is replicable in all common core-aligned districts across the country because key program aspects will be available online on the REACH website. REACH is intended to encourage immediate replication for any district seeking to increase K-1 reading achievement through a 1:1 learning initiative with multi-media reading BYTES and increased parent engagement. REACH was designed to incorporate successes and lessons learned from schools that have already launched 1:1 initiatives, including Mooresville City Schools in North Carolina and Houston Independent Schools in Texas. The consortium created and designed the REACH initiative to collect as much data as feasible within the constraints of the K-1 educational setting, so many more innovative practices can be learned, measured, proven, and shared. The entire program is intended to be shared online via the REACH website. Mooresville Superintendent Mark Edwards stated (in a recent phone conversation) his interest in the REACH BYTES for possible implementation in his district. REACH will produce a compelling set of processes and high quality data attributable to the expert research efforts of the consortium design team, including reviews by The Crane Center for Early Childhood Research and Policy at the Ohio State University, and the data benchmarking of Wright State University's Center for Evaluation Research. These data sets are from three diverse Ohio school districts: - Large city with 66% free and reduced lunch (Piqua) - Mid-sized suburban/urban mix with 46% free and reduced lunch (Milton-Union) - Small rural with 24% free and reduced lunch (Franklin-Monroe) Each school will produce data sets that are measurable and observed through benchmarks, qualitative and quantitative assessments, surveys, and observations. REACH data will be real-world tested and verified for designing successful 1:1 learning initiatives. The REACH website will contain a dedicated area for sharing 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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

Dr. Virginia Rammel-Milton-Union Exempted Village School District (045518)
### Consortium Contacts

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<tr>
<th>First Name</th>
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<tr>
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<td>Wright State University Office of Evaluation and Research</td>
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<td>The Ohio State University Crane Center for Early Childhood Research and Policy (CCEC)</td>
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<td>Dr. Virginia Rammel</td>
<td>Superintendent of Milton-Union Exempted Village Schools</td>
<td>All superintendents in the REACH consortium are committed to the leadership responsibilities necessary to ensure the successful implementation of the REACH initiative by providing: -High quality professional development for staff members -Timely sharing, feedback, assessment, planning, reporting and flexibility -Commitment to intra-school teams and mentor school partnerships -Common core standards alignment support -Support team participation and personal follow-ups with parents, as needed -Time for reflection and collaborative leadership critical to REACH success</td>
<td>Dr. Ginny Rammel has a successful 36-year-history at Milton-Union Schools (M-U). Her career began as a fifth grade math and science teacher, then elementary school principal, then later as middle school principal. Ginny is now in her 7th year as district Superintendent. Ginny's individual honors and recognition include: ? Middle School National Distinguished Principal ? Martha Holden Jennings scholar ? M-U's Outstanding Teacher of the Year M-U stakeholders (students, staff, parents and community) know that Ginny leads the district using the &quot;One-Third Model&quot; (1/3 student, 1/3 parent-community, 1/3 staff) for student success. This collaborative leadership approach has earned M-U many distinctions and successes, including: ? United States Department of Education 2014 Green Ribbon School award to Milton-Union's K-12 facility ? 1999 National School of Excellence for Milton-Union's 900+ student elementary school ? Ohio Association of Elementary School Administrators Hall of Honor for both the elementary and middle school while the sitting principal ? Increased student achievement in spite of the rapid increase in the free/reduced population and socio/economic divide ? Increase graduation rates from 88.6% in 2008 to 95.0% in 2013 ? Appealed to M-U community and stakeholders who responded with a 2008 bond levy to build a $42 million K-12 facility ? Led the M-U community, stakeholders, contractors, and staff during the Milton-Union K-12 facility building project</td>
<td>Dr. Ginny Rammel has a successful 38-year-history at Milton-Union Schools (M-U). Her career began as a fifth grade math and science teacher, then elementary school principal, then later as middle school principal. Ginny is now in her 7th year as district Superintendent. Ginny's individual honors and recognition include: ? Middle School National Distinguished Principal ? Martha Holden Jennings scholar ? M-U's Outstanding Teacher of the Year M-U stakeholders (students, staff, parents and community) know that Ginny leads the district using the &quot;One-Third Model&quot; (1/3 student, 1/3 parent-community, 1/3 staff) for student success. This collaborative leadership approach has earned M-U many distinctions and successes, including: ? United States Department of Education 2014 Green Ribbon School award to Milton-Union's K-12 facility ? 1999 National School of Excellence for Milton-Union's 900+ student elementary school ? Ohio Association of Elementary School Administrators Hall of Honor for both the elementary and middle school while the sitting principal ? Increased student achievement in spite of the rapid increase in the free/reduced population and socio/economic divide ? Increase graduation rates from 88.6% in 2008 to 95.0% in 2013 ? Appealed to M-U community and stakeholders who responded with a 2008 bond levy to build a $42 million K-12 facility ? Led the M-U community, stakeholders, contractors, and staff during the Milton-Union K-12 facility building project Skills and Prior Relevant Experience: Ginny has written, received, and successfully executed</td>
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<td>Rick</td>
<td>Superintendent of Piqua City Schools</td>
<td>All superintendents in the REACH consortium are committed to the leadership responsibilities necessary to ensure the successful implementation of the REACH initiative by providing: -High quality professional development for staff members -Timely sharing, feedback, assessment, planning, reporting, and flexibility - Commitment to intra-school teams and mentor school partnerships - Common core standards alignment support - Support team participation and personal follow-ups with parents, as needed; and -Time for reflection and collaborative leadership critical to REACH success.</td>
<td>Piqua City School District along with consortium partners have implemented an Ohio Department of Education Early Literacy Grant over the past year including district wide training in Orton Gillingham Reading Instruction for all primary teachers. The district has also provided an Expanded Learning Program for primary students focused on Reading. Rick currently serves as the Managing Director of the Piqua Education Foundation which awards over $225,000 in education grants and scholarships on a yearly basis. This experience along with facilitating many other grants has provided him with hands-on grant planning, writing, budgeting, implementation and evaluation experience. Along with quality internal educational support from staff, the Piqua City School District is also blessed with a Business Partnership Program, recognized by ODE, which provides volunteers to support students. Support from the Piqua community was very evident in the recent passage of a $54 million bond issue for the construction of three new elementary schools.</td>
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<td>Jeff</td>
<td>Superintendent of Franklin Monroe Local Schools</td>
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<tr>
<td>Dr. Jill Lindsey</td>
<td>Professor &amp; Chair, Department of Leadership Studies in Education &amp; Organizations, Director, WSU Center for Evaluation Research, College of Education &amp; Human Services, Wright State University</td>
<td>Dr. Lindsey, Director of WSU center for educational research will serve as the external evaluator for the REACH project. Summative evaluation of the REACH project will be conducted utilizing mixed methodologies. The evaluation of increased student achievement will be calculated in May 2016 using student achievement data from DIBELS or MAP and Terra Nova. Descriptive statistics of these data will be included along with the percentages of students performing below, at, and above grade level in kindergarten and first grade. Graphic representations of these data with written descriptions will be provided in a final report and slide presentation for use by the districts to disseminate as so deemed.</td>
<td>Dr. Jill Lindsey is a tenured Professor and the Chair of the Department of Leadership Studies in Education &amp; Organizations in the College of Education &amp; Human Services at Wright State University. As department chair she has responsibility for sixteen programs related to leadership in education and organizations. She has published more than 50 articles and technical reports, and has grant and funded research awards exceeding four million dollars. Dr. Lindsey has been a consultant for more than twenty years providing services related to organizational improvement and program evaluation with particular expertise in focus group research. She has established a national consulting reputation as a program evaluator, completing professional development program evaluations in ten states in the U.S., for the U.S. Air Force, and the Veterans Administration. Dr. Lindsey is engaged in externally funded research related to school improvement efforts, leadership, and educator evaluation.</td>
<td>Investigation of Initial Use of Student Learning Outcomes (SLOs) March 6, 2014 - September 30, 2014 $45K Ohio Education Research Center, The Ohio State University Co-Principal Investigators: Jill Lindsey, Suzanne Franco Evaluation of Beginning Principal Mentoring Program Local Models April 1, 2013 - June 30, 2014 $75K Ohio Department of Education US Department of Education Race to the Top Fund Principal Investigator: Jill Lindsey Evaluation Implementation Fidelity &amp; Impact in Ohio Network of Education Transformation (ONET) Schools April 1, 2013 - June 30, 2014 $87,720 Ohio Education Research Center, The Ohio State University Principal Investigator: Jill Lindsey The Impact of the Relationship between OTES and OPES on Principal and Teacher Evaluations September 1, 2012 - June 30, 2013 $80K Ohio Education Research Center Co-Principal Investigators: Jill Lindsey, Suzanne Franco, Ted Zigler Student Growth Measures July, 2012 - June, 2015 $450k Ohio Department of Education, grant subcontract to OERC grant Co-Principal Investigators: Jill Lindsey, Suzanne Franco (WSU), Ani Ruhil, Marsha Lewis (OSU) Collaborative Development of Student Learning Outcomes (SLOs) June 1, 2012 - September 30, 2012 $25k Ohio Department of Education Principal Investigator: Jill Lindsey Ohio Education Research Center (OERC) March, 2012 - June, 2015</td>
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<td>Dr. Jill Pentimonti</td>
<td>Research Scientist and Director of the Data Management Core in the Crane Center for Early Childhood Research and Policy in the School of Teaching and Learning at The Ohio State University</td>
<td>- Review of design and content of 36 Learning Modules, each containing one or more short videos/online games; one or more books; and one or more activities, all on a given theme. The themes will be determined by the team of Reading Specialists from the participating school districts, in conjunction with the education team from ThinkTV. - Consultation on the user experience of the REACH BYTES housed on the website.</td>
<td>This project will involve Crane Center for Early Childhood Research and Policy (CCEC), at Ohio State University (OSU), the largest research university in the nation. OSU is a nationally-ranked premier Research I institution that is highly committed to promoting the lives of young children, particularly those at risk, through research, practice, and leadership. Located in Columbus, Ohio, national rankings place OSU among the nation's top 25 public institutions and the College of Education and Human Ecology is ranked 16th. In 2011, the University expended $829,000,000 in research dollars, ranking it 9th among public universities in annual research expenditures. The CCEC is a college-level Center within the College of Education and Human Ecology. The CCEC has a long history of supporting large-scale collaborative research projects, with nine Institute of Education Sciences (IES) projects, one National Institutes of Health (NIH) project, and numerous foundation-agency-funded projects over the past five years. The CCEC provides access to numerous doctoral students, postdoctoral researchers (including IES postdoctoral training fellows) and undergraduate research assistants and also facilitates recruitment and partnership activities via its affiliation with key early childhood education stakeholders and organizations. The latter includes ongoing partnerships with the Ohio Department of Education Office of Early Learning and School Readiness, Learn4Life, Early Childhood Quality Network, Ohio Education Research Center and myriad individual centers, schools and districts in central Ohio. Last year alone, CCEC projects involved over 500 teachers and 1800 children. Moreover, prior and ongoing work within the CCEC provides</td>
<td>$3.8M Ohio Department of Education Co-Principal Investigators: Jill Lindsey, Suzanne Franco, Ted Zigler Investigation Simulation Learning Dayton VA Medical Center February, 2012 - August, 2012</td>
<td>Jill Pentimonti, Ph.D. is a Research Scientist and Director of the Data Management Core in the Crane Center for Early Childhood Research and Policy in the School of Teaching and Learning at The Ohio State University. Prior to receiving her doctoral degree in Reading and Literacy in Early and Middle Childhood from The Ohio State University, Jill worked as a reading specialist and early childhood teacher. Her research interests include child language and literacy development during the preschool years as well as home and educational interventions. Jill has worked on the development and implementation of online and in-person reading and language intervention materials for several CCEC projects.</td>
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<td>Gloria Skurski</td>
<td>Chief Content Officer of Public Media Connect/ThinkTV</td>
<td>Ms. Skurski will be responsible for executive program oversight for the cross-departmental education and production teams that will support the REACH initiative. ThinkTV’s REACH project responsibilities will include design team participation and production of REACH reading BYTES, parent training videos, REACH project website, PBS LearningMedia REACH reading BYTE collection, and social media support. Design team participation will include the research and development activities of our district reading specialists and OSU. ThinkTV’s education services department will be active participants in the REACH consortium for the life of the grant.</td>
<td>Gloria Skurski is Chief Content Officer for Public Media Connect and its stations, CET in Cincinnati and ThinkTV in Dayton, overseeing the stations’ programming and educational services. Since joining the company in 1995 she has been responsible for the development of both broadcast and non-broadcast initiatives, including documentaries, cultural programming, public affairs programming and multimedia educational projects, and is the winner of three Midwest Regional Emmy Awards. Educational media credits include You At The Zoo, winner of the 2010 NETA award for best instructional media; Engineering Your Future; STEM Career Lab, Designing Your Future; and numerous STEM videos developed in partnership with the Dayton Regional STEM Center, including a recent video collection, Modeling and Simulation. She also oversees CET’s and ThinkTV’s services to K-12 schools, in addition to early childhood programs and digital educational services.</td>
<td>American Graduate $220,000 2012-2014 A community based initiative that addresses the high school dropout crisis and uses a cradle to career mentality highlighting the importance of early learning. You at the Zoo $165,000 2011 An inquiry based project developed in partnership with the Cincinnati Zoo, won the National Educational Television Associations’ award for best instructional media. STEM Career Lab: Designing Your Future 165,000 2012-2013 Thirty-six videos featuring STEM careers in southwest Ohio take students and teachers behind the scenes to talk to architects, aerospace engineers and other STEM professionals. David and Kayleen Go Digging and David and Kayleen Design a Glider $100,000 2009-2010 ThinkTV worked with the Dayton Regional STEM Center to create two story books and companion videos to involve children in grades 1-4 in the engineering design process. Ohio Reading Road Trip $750,000 A literary journey across Ohio, bringing Ohio’s most famous authors into the classroom. Inventing Flight $750,000 2003 A science and history curriculum that explores the Wright Brothers discoveries. School-Based Projects Raising Readers: Reading Corners $35,000 2011-2013 Seven reading corners, equipped with iPads and Kindle loaded with PBS reading games and videos, have been placed in low-wealth schools, libraries and Boys and Girls Clubs. Technology is complemented by books and activities. Martha Speaks Reading Buddies $45,000 2011-2014 Six-week long reading programs pair first graders wit with a fourth or 5th grade &quot;buddy.&quot; SuperWhy! Reading Camps $85,000 2011-2014 Week-long &quot;boot camps&quot; for Kindergartners build reading skills</td>
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