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Remaining | -732,646.96 |
A) APPLICANT INFORMATION - General Information

1. Project Title:
   Empowering Parents: To Unleash The Full Potential in Their Child

2. Executive summary: Please limit your responses to no more than three sentences.
   Everything is changing in education except the way we interact with families. This proposal transforms the Parent Teacher Conference (PTC) process by orienting parents to the changes taking place in education and introducing a comprehensive PTC model to develop the capacity of families to support their children's academic progress by linking home and school learning. The goals of this initiative include: improving student achievement, reducing in-school intervention costs and preparing students for college and career.

   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.

3. Total Students Impacted:
   3637

   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
   Ava Yeager

   Organizational name of lead applicant
   Parma City School District

   Address of lead applicant
   5311 Longwood Avenue Parma, Ohio 44134

   Phone Number of lead applicant
   440-885-7979

   Email Address of lead applicant
   yeagera@parmacityschools.org

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
   - Yes
If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

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**

Based on our district's K-3 grades diagnostic and 4-8 grades value-added data, our students are not academically prepared to adequately perform on the College and Career Readiness Assessments scheduled for the 2014 - 2015 school year. As required, our district is making significant school-based changes to improve achievement. However, our Parent Teacher Conferences (PTCs) have not changed and only provide parents with two brief opportunities to meet with their child's teacher to discuss progress in school. Often times, the spring conference is reserved for parents of struggling students. Unfortunately, this outdated model unnecessarily targets parents of struggling students while ignoring parents whose children are "doing just fine" and yet these same parents find their children enrolled in remedial courses in college. For these reasons, the district's PTCs attendance rate is consistently below 5%. The research conducted by Nancy Hill (2009) is clear, successful students have parents who embrace their responsibilities, believe they have or can develop the skills necessary to help their child succeed academically, and set high realistic academic expectations for their achievement. The traditional PTCs do not provide parents with adequate information and tools needed to perform their role effectively. Most parents come away from PTCs with little knowledge about grade-level skills students must master, how their child is progressing towards meeting these requirements, and little guidance on how to support learning at home. Academic performance, college completion and a host of other longer-term life outcomes are shaped by more than academic skills. Students must also develop the behaviors, skills, attitudes, and strategies associated with school performance. Rarely do we address the underlying reason for underachievement and school failure referred to as non-cognitive factors. A review of these factors will become an integral part of the PTC transformation.

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

The current PTC practices have had little positive impact on student achievement. This grant will assist us as we repurpose PTCs by creating a strategic and meaningful plan to develop parental capacity to leverage their assets, contributions, and aspirations. Our capacity to improve student achievement depends on efforts to extend the learning community to include parents. Actions taken to build parent capacity will support learning, social and emotional development, the parent-child relationship, and a solid foundation for college and career readiness. The demand for skilled and talented workers in this knowledge-based economy has never been greater. Unfortunately, many of our students have proven not to be adequately prepared to enter the workforce. In response, educational expectations have recalibrated to a much higher level to ensure competency. We plan on introducing these new educational expectations and achievement benchmarks, including the Third-Grade Reading Guarantee to our parents during our kindergarten orientation and open-house sessions. During these sessions, we will provide an overview of the changes and share the Higher Expectations for a Brighter Future: Ohio's New Learning Standards video and encourage parents not to panic but to get ready to become active participants in their child's learning by promoting regular communication with the class teacher and encouraging attendance at PTCs. As part of this initiative, we will implement WestEd's Academic Parent Teacher Team, a research-driven, classroom-based, teacher-led, data-rich family engagement model designed to train families to support children's academic goals by linking home (informal) and school (formal) learning. Coaching and technical support are central to APTT's approach. Its research-based infrastructure is rooted in aligning curriculum, instruction, and assessment as it builds the capacity of educators, families, and communities at large to advance student achievement. In the APTT model, the classroom teacher invites families to participate in three 75-minute team meetings and one 30-minute individual session. During the APTT meetings, teachers introduce and review grade-level foundational skills, share student performance data, and demonstrate concrete activities that families can do at home to help students master those skills. Parents set 60-day learning goals for the classroom and their child based on their current level of achievement. Parents are also given time to collaborate with each other to share helpful strategies. During individual conferences, parents, teachers, and students will have the opportunity to discuss specific topics related to achievement and review the teacher's evaluation and the student's self-evaluation of non-cognitive factors to encourage the development of these important attributes. Additional parent teacher conferences will be scheduled as needed. Additionally, a Web-based means of communication allowing teachers and parents to stay in touch outside of the allotted face-to-face meetings will be introduced. After the initial conference, we will invite parents to take advantage of relevant book discussions. We have selected Carol Dweck's book, "Mindset" and Paul Tough's book, "How Children Succeed: Grit, Curiosity, and the Hidden Power of Character." Both of these books provide the reader with insight into what it takes to be successful.

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.)

One main goal of the project is focused on increasing student performance on reading and math assessments currently in use within the district. The recent introduction of the Ohio Department of Education's Third-Grade Reading Guarantee supports the development of an academically-focused parent engagement model. Districts are now responsible for conducting Fall reading diagnostic assessment in grades Kindergarten through Grade 3. Students identified as "not-on-track" on the Fall reading diagnostics must be placed on a Reading Improvement and Monitoring Plan. Although parents must be informed in writing about their child's reading diagnostic results, their active
The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the.
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.

**State the total project cost.**

732,646.96 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The costs for Empowering Parents are in order to implement with fidelity and ensure a change in the culture of PTC's. Salaries - 100 Professional Development $42,638 for 12 hours of APTT planning/meeting time after training (168 x 12hours @ 21.54 per hour) this planning/meeting time will ensure best practices and follow-up after each evening meeting with the APTT advisor. This will span over 8 elementary schools with 168 teachers participating. Benefits-$5,875. APTT planning/meeting time. Purchased Services 400-Support Services $60,000 to contract with the Educational Service Center Parent Engagement Consultant for Year 1 to assist and develop protocols at the building level. Because we recognize that this is a large shift in practices, this consultant will meet with teachers, parents and administrators to guide them through the new protocol. $20,250.00 to contract with Cleveland State University to assess the progress and measure the impact made on our students and their parents. Professional Development-$18,714.00 substitute costs (168 x 108.00) for the transforming training in the protocol of APTT. 168 teachers from the district's 8 elementary (K-4) buildings will participate. $512,000 for professional learning services with WestEd to provide orientation, training, coaching, technical assistance, APTT materials, and strategic planning for parent outreach for administrators, home liaisons, and teachers. Supplies 500-Family /Community $72,740.00 for parent outreach materials needed for families to implement strategies which will be introduced at the parent meetings.

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 by 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.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

The Empowering Parents Initiative does not have any recurring cost after the grant year. Materials purchased are reusable. Professional Development that occurred during the first year will build capacity among administrators, APTT trained teachers and support a "train the trainer" model within the district for future years. Summative report will guide future internal evaluation of the program.

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 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.

69,147.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain why.

The expected savings will be realized through the loss of 1 FTE each year (the total of 5 FTE by FY 20) of an average teacher salary (five years of experience) for $45,000.00 and average benefits of $24,147.00 of intervention/remedial tutor staff as cumulative data results improve due to the impact of the APTT initiative over the five year period. We expect a total spending reduction of $345,735.00 over the five year period. There will be also savings through future professional development as we implement the "train the trainer" model as each building will have its own APTT teacher champion.
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 timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range November 2103 - July 2014

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

During the preparation to submit the grant proposal, our team has actively researched innovative family engagement practices that target our goal of increased student achievement. We spoke with the leading researchers to discuss practices, outcomes, and successes across the country. We also contacted other districts regarding their family engagement practices proven to have impacted parents and students. We held meetings with district administrators to discuss the state of our current parent-teacher conference (PTC) model. We also met with district union leadership and reviewed a current district parent survey conducted by a third-party contractor to hear their views on PTC. The research and discussion confirmed our need to move forward to create a new PTC framework in the district with an initial K-4 implementation. A meeting was held with elementary principals to share the need and concept of the new model. Meetings before the end of the school with each school's Building Leadership Team (BLT) were held to assist with the planning process. In the spring, an overview meeting of the new framework will be scheduled with each school's faculty. The administrative team engaged partners to develop the scope of work and lay out the schedule of the professional development for the upcoming school year. Collaboration with Cleveland State University was established to formulate the evaluation plan. In order to plan for future shared resources, a meeting with the local ESC was conducted to develop a workshop for other district to learn from the results of the model being proposed. A communications plan will be developed with the assistance of the District's Public Relations Director to inform all stakeholders about the new model. Barriers that have experienced with this component of the grant are the timeline and the changes to the actual grant proposal. We would have preferred face-to-face meetings with WestEd's consultant, but have worked around this with technology.

* Anticipated barriers to successful completion of the planning phase

Scheduling the APTT training, securing enough subs for the initial training days may prove to be a barrier due to other district core curriculum training being scheduled. WestEd's consultant schedules are extremely tight, we have pre-scheduled dates with them. Staffing changes may
18. Implementation - Process to achieve project goals

* Date Range: May 2014 - May 2016

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


Development of APTT sessions including presentation, student data files, home practice materials 11/14 Families will participate in APTT #1 meeting APTT consultants, Principals and APTT Champion facilitate debriefing sessions after each round of APTT meetings 11/14 - 12/14 Individual conferences scheduled as needed 12/14 APTT implementation collaboratively monitored, analyzed, and evaluated by CSU Program Evaluator and District APTT Advisor 12/14 - ongoing Parent Book Discussions Begin 12/14 - 2-15 Schools will develop infrastructure to grow and sustain high-impact family engagement practices by aligning existing fiscal and human resources (Family Liaisons). 2/15 ESC of Cuyahoga County Hosts APTT Workshop 2/15-3/15 APTT #2 meeting 3/13 College and Career Symposium APTT consultants, Principals and APTT Champion facilitate debriefing sessions after each round of APTT meetings 3/15- 4/15 School principal will facilitate a parent focus group to encourage the continual development of the parent engagement model 8/15-9/15 New teacher APTT training 9/15 - 5/16 APTT consultations regarding session delivery to include refinement and effectiveness of message delivery to families with a focus on outcome FY16 dates with WestEnd are paid in FY15 contract.

Anticipated barriers to successful completion of the implementation phase.

This innovation requires a cultural shift at a time when everything in education is changing, including teacher accountability. We hope that our teachers will recognize the value this innovation offers our students and consider this new parent engagement model as a worthy alternative to the traditional PTC model. As with any initiative, we will have to address varied teacher beliefs, specifically those regarding parental involvement. Teachers are not always comfortable talking with parents individually, let alone as a group. It is also not common practice to share unidentifiable whole-class data with parents. The APTT champion, principal, and the District Parent Engagement advisor will be available during these sessions to provide support. The district will not mandate this PTC practice. Once trained, teachers can choose to conduct the traditional PTCs or the APTT model. This will make this cultural transition more palatable. Districts that have introduced the APTT model have also introduced this model voluntarily. The APTT practice has proven to spread via evidence of success. We expect to experience the same positive outcomes. Parental attendance is another challenge to consider. The APTT training includes the development of a comprehensive plan to ensure parental attendance. Districts that have implemented the program properly have witnessed 92% attendance rates. We will have to be vigilant with our planning to increase attendance at a sustainable pace. One of the main anticipated barriers to implementation is the time the district currently allots for parent teacher conferences. We currently have two evenings and one half work day designated for parent teacher conferences. Adjustments will be made to the APTT implementation to meet our current union agreement. Once the model proves successful, we believe that our teachers will advocate for reallocating the existing time to implement the APTT model with fidelity.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range: August 2014 - July 2015

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

1. Orientation to the APTT model (year 1): Quantitative measures - number of sessions, participants (total & average/session), log of documents used per session, and survey. Qualitative measure: survey open-ended items. 2. Co-design/implement family outreach plan (year 1): Quantitative measure - Family outreach plans log. 3. Teacher orientation and training (years 1 & 2): Quantitative measures - number of sessions, participants (total & average/session), log of documents used per session, and survey. Qualitative measure: survey open-ended items. 4. Quarterly leadership development meetings for principals and APTT school champions (years 1 & 2): Quantitative measures - number of meetings, participants (total & average/meeting), log of documents used per meeting, and survey. Qualitative measure: survey open-ended items. 5. Participation and support during APTT meetings in classrooms selected by principal(s) and APTT champion(s) (years 1 & 2): Quantitative measures - number of meetings, participants (total & average/meeting), log of documents used per meeting, and survey. Qualitative measures: survey open-ended items, observation forms and feedback logs. 6. Coaching support for school principal and APTT champion to evaluate implementation progress (years 1 & 2): Quantitative measures: log of instruments used by school principals and APTT champions, outline of project implementation expectations and outcomes, formative assessments of fidelity of implementation. 7. End-of-year parent focus group support for school principal(s) (years 1 & 2): Qualitative measure - focus group interview. 8. Implementation summary report (year 2): The actual implementation summary report.

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

As one of the project goals is focused on improved student academic performance, the district is going to use 3rd-grade reading exam data with a Fall 2013 baseline; the target is 70% of students passing the exam, the expected outcome is to move up to 85%. Additionally, the district is going to use end-of-unit/chapter tests for reading and math, with Fall 2013 baseline data, compared to which it is expected to observe improved student achievement. If student performance falls short of expectations, the implementation team will review the APTT components to target emerging areas of improvement to allow formative course corrections. Another project goal deals with increased parental involvement in the APTT model, so if that level falls short of expectations, the implementation team will work closely with the family liaisons to identify communication strategies to make the necessary adjustments to the initial plan. An interest inventory will be distributed to parents at the end of year 1 to allow for the appropriate project planning for year 2. Yet another project goal relates to enhanced teacher participation in APTT meetings. If the number of participating teachers is below expectations, the implementation team will work closely with the school principal(s) to identify communication strategies to make the necessary changes to the initial plan as a way to build capacity. An interest inventory will be distributed to teachers at the end of year 1 to allow for the appropriate project planning for year 2.

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:

The efforts made by the Ohio Department of Education to expect more from our students has created the impetus for this PTC transformation. Our current model of PTCS has been mostly ineffective, is lacking in academic substance and leaves no one truly accountable. The APTT model will significantly transform how we meet with parents from two PTCS a year (and only if invited by the teacher) to three whole-class parent group meetings. The APTT practice changes the delivery of the typical PTC encounter; parents are informed on the most recent literacy and math data of the class, grade level curriculum, and expectations. During the meeting, parents develop together, with the teacher both classroom and individual student goals for the next 60 days. Parents are introduced and given a chance to practice instructional strategies during the meeting so that they can correctly support literacy learning and math skill development at home. All are encouraged to work together outside of school to create a culture of learning in the community. Teachers will also meet individually with parents to have an opportunity to provide in-depth time to review their child’s literacy and math skill data and develop an action plan based on this data and the student’s non-cognitive factors evaluation review. The meeting will build the parent teacher relationship and encourage future discussions about how to support learning and the development of critical thinking skills at home. This model will foster a shared responsibility between the teacher and parent that ultimately improves parent/school relationships. These interactions between teacher and parent will build trust and improve communication between school and home. The district Home Liaisons and the District Family Engagement Consultant will support the school, teachers and parents throughout the first year of implementation to encourage the shift in practice, increase attendance and assist with continuous planning and to analyze progress. Reductions in the number of student needing literacy interventions will lead to students digging deeper into the literacy core curriculum, thus producing confident readers. We will need fewer intervention teachers that focus on literacy deficiencies. Benchmark data will be collected and analyzed throughout the school year to determine the impact between students of parent participants and parent non-participants. The data will also assess the program’s effectiveness and lead to future planning for what strategies need changing for increased effectiveness. The district implements the Ohio Teacher and Principal Evaluation System’s rubric for its annual evaluations; the rubric has family engagement strongly embedded into it. This area of the rubric will be highlighted during faculty reviews. In future years, there will be impact on student achievement in the upper grades. We not only expect this practice to become permanent, once soundly established, we anticipate extending it to include the middle school. There is interest in the APTT model at the middle school level (Grades 5-7) and have decided to include middle school representatives from each building in the initial APTT professional development training to foster its growth in practice. We believe parents and teachers at the high school level will also advocate for the implementation of a logistically modified APTT model as well. The APTT model will make a significant difference in the mindset of both the teacher and parents and establish the PTC as an effective instructional strategy for increasing student achievement.

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

The responses in this section are focused on the ability to design a method for evaluating the project’s capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

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:

Parent involvement has been identified through research as the most important factor in a student’s academic success. The most highly correlated form of parent involvement to student achievement is high realistic parental expectations. Countless studies have defined student achievement by race, socioeconomic status and parental education and yet there are many parents who have broken these invisible barriers and made certain that their children take full advantage of the opportunity afforded them to become well educated by effectively supporting the learning climate at home. We have tried everything under the sun in an attempt to compensate for the educational gap so prevalent in the United States, except one thing, to adequately inform and involve parents. The APTT model has been recognized by the U.S. Department of Education as an innovation in family engagement. This successful practice is spreading throughout the country and has become the RTI model endorsed by the Wisconsin Department of Public Instruction. The short term success of this model has been dramatic and immediate. A study conducted by Maria Paredes, who founded this family engagement model while with the Creighton School District in Arizona, studied 228 first-grade students from nine classrooms in nine schools to illustrate the model’s effectiveness. At the beginning of the year the classrooms had an oral reading fluency of 15.5 wpm. By November, APTT classrooms’ average stood at 40.5 wpm while non-APTT classrooms averaged 25 wpm. Attendance at the APTT meetings was 92 percent. During the first year of the APTT implementation 12 teachers participated, that number has grown to 79. Teachers benefit from involvement with this model as well. Parents express a deep sense of gratitude and commitment and are often eager to initiate individual student meetings with teachers after attending the initial APTT meeting. Teachers find that students come prepared to school by not only completing their homework but also studying the material. This not only lightens the workload for the teacher, it provides them with more time to prepare for instruction rather than intervention. For these reasons, APTT teacher involvement increases dramatically once the teachers witness the success of this model. The research on the relationship and the importance of non-cognitive factors and achievement, and other lifelong outcomes is beyond dispute. The Nobel Prize winning University of Chicago Economics Professor James Heckman clearly established the link between the development of human potential and a variety of labor market and behavioral outcomes with the acquisition of non-cognitive skills. He is not alone in his work. Colleges and universities around the country have long recognized the relationship between non-cognitive factors and student retention and graduation rates and regularly employ College Student Inventories, non-cognitive risk factor identifiers, as advising tools and most recently as
22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

* 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).

| Quant. measures: | a) no. of sessions & participants (total & average/session) for Year 1 APTT orientation, Years 1/2 teacher orientation/training, Years 1/2 quarterly leadership meetings for principals and APTT school champions, Years 1/2 particip. & support during APTT meetings in classrooms selected by principal(s)& APTT champion(s); b) document logs for Year 1 orientation to the APTT model, Years 1/2 teacher orientation and training, Years 1/2 quarterly leadership meetings for principals and APTT school champions, and Years 1/2 particip. & support during APTT meetings in classrooms selected by principal(s) & APTT champion(s); c) survey for Year 1 orientation to the APTT model, Years 1/2 teacher orientation & training, Years 1/2 quarterly leadership meetings for principals and APTT school champions, and Years 1/2 particip. & support during APTT meetings in classrooms selected by principal(s) & APTT champion(s); d) document log for Year 1 co-design/implement family outreach plan; document log for Years 1/2 implementation evaluation coaching support for school principal(s) and APTT champion(s); e) project expectations & outcomes outline for Years 1/2 implementation evaluation coaching support for school principal(s) and APTT champion(s); f) fidelity of implementation formative assessments for Years 1/2 implementation evaluation coaching support for school principal(s) & APTT champion(s); and g) implementation summary report. Qual. measures: a) survey items for Year 1 orientation to the APTT model, Years 1/2 teacher orientation/ training, Years 1/2 quarterly leadership meetings for principals & APTT school champions, Years 1/2 particip. & support during APTT meetings in classrooms selected by principal(s) & APTT champion(s); b) observation forms & feedback logs for Years 1/2 particip. & support during APTT meetings in classrooms selected by principal(s) & APTT champion(s); and c) focus group interview for Years 1/2 end-of-school-year parent focus group support for school principal(s).

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

If student performance falls short of expectations, the implementation team will review the APTT components to target emerging areas of improvement to allow formative course corrections. If parental involvement in the APTT model falls short of expectations, the implementation team will work closely with the family liaisons to identify communication strategies to make the necessary adjustments to the initial plan. An interest inventory will be distributed to parents at the end of year 1 to allow for the appropriate project planning for year 2. If teacher participation in APTT meetings is below expectations, the implementation team will work closely with the school principal(s) to identify communication strategies to make the necessary changes to the initial plan as a way to build capacity. An interest inventory will be distributed to teachers at the end of year 1 to allow for the appropriate project planning for year 2.

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.

Schools have a long-standing practice of apply education and interventions. This practice has unintentionally suffled the masses into a state of passive complacency, resulting in devastating consequences for our students and society. Successful, well educated individuals recognize education as an opportunity and have not been swayed by the culture created by this school model. Instead, they embrace their responsibility to put forth effort to study, hone their skills, and actually learn. We have structured this proposal to respect and empower parents by opening the doors to schools and designing a plan which provides parents with a clear view of the educational pathway. This innovation encourages parent involvement at a professional level and provides families with the information and tools they need to support their child's academic growth while also recognizing our teachers' expertise and potential as educational leaders. When implemented with fidelity, this PTC practice has the potential to transform the educational experience from a passive process to one that creates energy and excitement in schools and actively engages parents and teachers in achievement focused interactions that provide the support necessary for student success. The work has already begun. Over the last two years, we have met with Second-Grade Parents to review and explain the skill specific achievement results included on the school level Stanford/OLSAT student report. This year's parent meeting was held over two months ago and we are encouraged by the fact that parents are still calling the Office of Teaching and Learning requesting information about their student's results and advice about what they can do at home to support their achievement. Arrangements have been made with Maria Paredes and WestED to schedule training and meet with building level staff to put this plan into motion. Although we believe that the success of this process will expand and sustain this practice, we will ensure the continuation of this innovation and the potential for lasting impact by making this practice an integral part of the Ohio Improvement Process (OIP) by including it in the Comprehensive Continuous Improvement Plan (CCIP).
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.

<table>
<thead>
<tr>
<th><strong>Student Achievement</strong></th>
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<tr>
<td>The district will establish the Fall, 2013 Third-Grade Reading Guarantee diagnostic data, DIBELS as our baseline for the Empowering Parents project. Teachers and Administrators will monitor and evaluate the reading fluency improvement three times a year and expect incremental increases above those documented last year. We will also use our math and reading curriculum end-of-unit assessment results to benchmark student math and reading achievement throughout the year. Currently, 70% of our third grade students are expected to pass the OAA reading test. We expect to increase our OAA proficiency rate to 85% next year in both Reading and Math in grades 3 and 4. We expect to meet or exceed the Ohio Department of Education's proficiency requirements in both math and reading within the next 5 years for all students.</td>
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<tr>
<th><strong>Spending Reduction in the five-year fiscal forecast</strong></th>
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<tr>
<td>The spending reductions will be realized through the loss of 1 FTE each year of an average teacher salary (five years of experience) for $45,000.00 and average benefits of $24,147.00 of intervention/remedial tutor staff as cumulative data results improve due to the impact of the APTT initiative over the five year period. We expect a total spending reduction of $345,735.00 over the five year period. There are no positive or negative impact on supplies, materials and capital outlay. This grant has no sustaining costs as future professional development will be imbedded into current budgets of the General Fund or Title IIA.</td>
</tr>
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| **Utilization of a greater share of resources in the classroom** |

| **Implementation of a shared services delivery model** |

<table>
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<tr>
<th><strong>Other Anticipated Outcomes</strong></th>
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<tr>
<td>We expect that this initiative will shift our community's mindset and create a positive, progressive, collaborative culture of learning and education. We deliberate embrace parents as key stakeholders in the process and recognize our responsibilities to orient, inform and train parents to ensure that they are prepared to take full advantage of the opportunities available to them to help their children reach their full potential. Parent involvement is largely an untapped instructional strategy. Once authentically invited into the world of education, parents will reciprocate and students will benefit. Students will be less at risk for underachievement, high school dropout and better prepared for future opportunities including college and career.</td>
</tr>
</tbody>
</table>

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

This project has universal application and can be implemented by other districts as described in this proposal. The timeline framework is appropriate for all districts regardless of demographic description, building grade-level configuration or district size. The main component of this project is to transform the PTC practices by introducing the APTT model. This model has been implemented in 158 schools in 14 states and Washington, D.C. but it has not been introduced in Ohio. The practice was originally designed to help parents who have not yet navigated the path to a college education support their children's education. We believe all families would benefit from the implementation of this model and are entitled to specific academically focused feedback they need to help their children reach their full potential. College educated parents may have a better idea of how to maneuver the educational system but that does not guarantee that their children will not struggle academically or need assistance developing important non-cognitive skills and attributes. Districts interested in replicating the Empowering Parents model will have complete access to our planning, timeline, non-cognitive evaluation checklist, our presentations, research and data. Districts may visit our schools and meet with administration, teachers and home liaisons. This will enable any district or individual school building to apply the new model of parent-teacher conferences to meet the needs of their own school population. We are also expected to hold a workshop to provide an overview of this innovative PTC practice and introduce the APTT model at the ESC of Cuyahoga County in February, 2015. We will accommodate similar requests to present information about this new model as well. This innovation also has the potential to impact student teacher preparation programs. Professor Boboc, Cleveland State University's Department of Curriculum and Instruction Chair, will be intricately involved in this work. His expertise will not only provide us with the evaluation information we need to track progress and modify implementation, it will also serve to inform his colleagues and teachers in training at Cleveland State University. 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.
I agree, Ava Yeager, Director of Federal Programs, Parma City School District, April 17, 2014.
No consortium contacts added yet. Please add a new consortium contact using the form below.
No partners added yet. Please add a new partner by using the form below.
| First Name | Last Name               | Title                                      | Responsibilities                                                                                                                                                                                                                                                                                                                                 | Qualifications                                                                                       | Prior Relevant Experience                                                                                                                                                                                                                     | Delete Contact |
|-----------|-------------------------|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|                                                                                                                                                                                                                                                |                |
| Marius    | Boboc, Ed.D.            | Professor of Education, Cleveland State University | Dr. Boboc will conduct and analyze all Quantitative and Qualitative measures pertaining to the Empowering Parents initiative. This will include measuring participation rate of teachers and parents that attended meetings, student achievement impact of those students whose parents participated and of those who did not. He will also collect data of the classrooms that participate, parents, teacher and administration satisfaction/perception surveys. He will co-facilitate debriefing sessions after each session with the District Family Engagement Consultant, building administrators and teachers that are implementing the Empowering Parents initiative. | Education: Ed.D., Curriculum & Instruction, University of Northern Iowa, Cedar Falls, IA, 2002 M.A., Teacher Leadership, Roosevelt University, Chicago, IL, 1997 B.A., English, Ovidius University, Constanta, Romania, 1995 B.A., Accounting, Academy of Economic Studies, Bucharest, Romania, 1991 Affiliated Member, Ohio Collaborative: Research and Policy for Schools, Children, and Families (From Fall 2004 to date) - Affiliate Member, Ohio Middle Level Professors (Term: F03 - present) Dr. Boboc teaches courses in the following areas: a) general methods (both at the middle- and secondary-level); b) curriculum theory and instruction; c) classroom management; and d) student assessment. While his teaching supports the research agenda, the latter also includes postmodernism in education, school reform, the various uses of technology in educational settings, and assessment and accountability in higher education. | Reviewer, the 2009 Midwestern Educational Research Association (MWERA) Annual Meeting, St. Louis, MO, October 14-17, 2009. - Reviewer, the 2008 Midwestern Educational Research Association (MWERA) Annual Meeting, Columbus, OH, October 15-18, 2008. - Advisory Board member (Summer 2007) for a new Contemporary Issues in Curriculum Reader to be issued by Sage Publications. - Reviewer, the 2007 American Educational Research Association (AERA) Annual Meeting and Exhibition, Chicago, IL, April 9-13, 2007. - Reviewer, Ohio Middle School Journal (Fall 2006). - Reviewer, McGraw-Hill Education (two new Educational Psychology textbooks - Spring 2005). - Reviewer, Wadsworth,Thomson Learning (one new Educational Psychology textbook - Spring 2005). - Reviewer, International Conference on Education and Information Systems: Technology and Applications, Orlando, FL, July 14-17, 2005. - Reviewer, Preliminary Grant Proposal Session, Fund for the Improvement of Postsecondary Education (FIPSE), John Carroll University, University Hts., OH, November 16-17, 2004. - Reviewer, International Conference on Education and Information Systems: Technologies and Applications, Orlando, FL, June 21-25, 2004. Research Grants: "Enhancing Online Learning Communities" - grant supported by the Ohio Learning Network, the Northeast Regional Center at Kent State University; date of grant: 4/25/2007; amount and duration: $10,000 over 13 months; core members of the grant: a) Dr. Ron Beebe; b) Dr. Marius Boboc; c) Ms. Betzi Bateman, doctoral candidate; d) Dr. Brian Harper; e) Dr. Li-Chen Wang; and f) Mr. Vic Higgins, doctoral candidate. |                |
| Ava Yeager | Director of Federal Programs | Mrs. Yeager will be responsible for all organizational aspects of the APTT initiative, including organization of professional learning, contact with the building administrators and APTT building Champions. She will work closely with the District Family Engagement Consultant to plan and implement the initiative. She will oversee spending, data collection and ensure compliance with all grant and state regulations. | Ava Yeager, Director of Federal Programs has successfully facilitated and managed state, federal, and competitive grant projects at the Parma City School District for 7 years. She is a former building administrator, teacher and continues to be the district's Title I coordinator. She holds the following licenses from the Ohio Department of Education: Elementary Teacher License (K-8), Visual Arts (K-12) and Elementary Principal. She is a member of the Grant Professionals Association and the Ohio Association of Administrators of State and Federal Programs, She holds a M.A. in Educational Administration from California State University, Los Angeles. Mrs. Yeager has led several building and district level family engagement initiatives for the Parma City School District. During the 2013-2014 school she initiated the "Parenting Partners" program, parent leadership workshops in all Title I buildings. This involved training 30 Title I teachers, parents and home liaisons. Through the Early Literacy Reading Readiness grant she worked with the Parma Area Family to Family Collaborative to create an evening literacy training program for parents of preschoolers. Mrs. Yeager has presented on family engagement practices at the Ohio Association of Administrators of State and Federal Programs, where she is also the organization's Communications Representative. She has conducted numerous professional development sessions throughout her career. She conducts the annual Federal Programs Meeting for all stakeholders. She manages the CCIP funding applications and planning tool, oversees the budget and programming for Title I, Part A, McKinney Vento Act and 21st Century Community Learning Centers, where she has demonstrated exemplary implementation based on state audits and program reviews. |
| Michele Wargo | Gifted Coordinator | Michele Wargo will serve as the District Parent Engagement Consultant for this project and will fulfill the following responsibilities for this grant project: Facilitate the development of the student non-cognitive factors checklist. Assist in the development of the Communication Plan. Facilitating the implementation of the grant project evaluation plan and ensure the gathering and delivery of the required evaluation components. Serve as the direct communication source for the Empowering Parents initiative. Consult with teachers to encourage the implementation of the APTT model. Facilitate and support the APTT training sessions at district, school and classroom level. Provide information | B.A. Interior Design from Kent State University M. Ed. Curriculum and Instruction from Cleveland State University M.Ed. Gifted Education from Cleveland State University Licensure: PreK - 3 (Early Childhood Education) Administrative Specialist Licensure in Curriculum, Supervision, Instruction, and Staff Development Superintendent Licensure | Michele Wargo serves as a Gifted Coordinator for the Educational Service Center of Cuyahoga County and has years of experience working with families and most recently conducted a series of workshops for PCSD parents on Helping Your Child Become College and Career Ready. Michele has presented to other parent groups, administrators, middle school and high school staff, and guidance counselors on The Development of Talent and Expertise and Supporting Academic Achievement in the Middle School and Beyond. Prior to this position, she served as Geauga County's Gifted Coordinator and the P-16 Family Engagement Chair. Through the P-16 Initiative, she facilitated the implementation |
| Daniel Bowman | District Treasurer/CFO | Mr. Bowman will supervise the financial responsibilities for this grant. He and his staff will oversee all requisitions, purchase orders, and the disbursement of all monies. He will comply with all state regulations associated with the grant and will complete all required reports. His awareness of all aspects of the grant will be invaluable to us because he will be able to help participants to make cost-effective decisions as they participate in grant activities and/or purchases. | Mr. Bowman has been a successful treasurer/business manager for 33 years. He has served as the Treasurer/CFO of the PCSD since 2010. Prior to this position, Dan served as the treasurer of the Wadsworth City Schools for 16 years. For two consecutive years, under Bowman’s management, the Parma City School District has received from the Auditor of State’s Office, a clean unqualified audit with no management letter or comments of reportable conditions. This is the highest audit standard a district may achieve. Daniel Bowman is a graduate of The Ohio State University. | Mr. Bowman's strong background in technology helped initiate computerized accounting and payroll systems. He has found successful ways to save dollars by implementing new procedures that include consolidation of services, negotiating with vendors, and using multifaceted software that is less expensive but produces the same or better results. His department manages several large grants including Race to the Top, 21st Century Learning Community Center, and Project Lead the Way (STEM). |
| Kira Karabanovs | Director of Parma Area Family Collaborative | Kira Karabanovs will work closely with Michele Wargo to support the implementation of this project and develop a plan to better utilize and extend the resources and expertise of the Parma Area Family | Kira has an undergraduate degree in Communications and a Master’s in Social Work from Cleveland State University. She has passed the LISW | Ms. Karabanovs was hired by PCSD in 2010 as a Wrap Specialist and promoted to Director of the Parma Area Family Collaborative (PAFC in 2012. In addition to her PAFC responsibilities she is also the
Collaborative and the Parenting Partners Program to encourage parents' efforts to help their children reach their full potential and to sustain this project. Kira will coordinate the efforts of the home liaisons to ensure parent attendance at the Academic Parent Teacher Team conferences and individual parent teacher conferences to support this initiative's goal of developing positive productive parent teacher relationships. Kira's involvement at the school and district level will be critical to the ongoing success of this initiative.

Kira has approximately 60 supervision hours to complete before obtaining her LISW. She completed course work at Baldwin Wallace for her School Social Worker Certificate. Her background includes working with youth in the school and home settings, homeless services, juvenile justice and in home family therapy. Kira has the qualifications needed to undertake her position and the leadership skills needed to direct her team to meet the goals of the grant and engaged the families and students.

Coordinator of the PCSD home liaisons, oversees the McKinney Vento Program for students and families experiencing homelessness, English Language Learners Community Coordinator, oversees the MyCOm program which involves an after school programming and a community youth group (ages 14-18). She also is involved in other parent and family engagement activities.