

Budget

Delaware City (043877) - Delaware County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (208)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	763,866.12	1,507,870.18	0.00	2,271,736.30
Support Services		0.00	0.00	1,790,820.42	0.00	0.00	0.00	1,790,820.42
Governance/Admin		0.00	0.00	120,000.00	0.00	0.00	476,805.75	596,805.75
Prof Development		0.00	0.00	3,955,996.72	80,000.00	0.00	0.00	4,035,996.72
Family/Community		0.00	0.00	858,437.26	0.00	0.00	0.00	858,437.26
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	6,725,254.40	843,866.12	1,507,870.18	476,805.75	9,553,796.45
Adjusted Allocation								0.00
Remaining								-9,553,796.45

Application

Delaware City (043877) - Delaware County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (208)

Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:

Third Grade Reading Guarantee Quality Network

2. Executive summary: Please limit your responses to no more than three sentences.

Six districts are working together to develop and deploy a quality-improvement process and network designed to make the Third Grade Reading Guarantee work for all students in all settings. The overarching goal of this network is to connect proven lean management processes that produce efficiency and effectiveness with scientifically-based reading research (SBRR) practices and innovations to meet all state-mandated Third Grade Reading Guarantee goals with real cost savings. The substantial and lasting value of the network for both the six districts and the state of Ohio depends on a fourfold innovation strategy: -Designing and testing an integrated early literacy audit process centered on the critical elements of the Third Grade Guarantee--student success, reading improvement and monitoring plans [RIMP], teacher qualifications, curriculum, intervention, and retention; -Providing an open online professional network portal that connects and develops educators from preschool to fifth grade around the SBRR-aligned five essential elements of effective reading instruction, lean management tools and analytics, and common performance level descriptors and measures of progression; -Implementing practical ways that our most effective teachers engage in RIMP development and implementation; and -Helping districts identify and implement cost-saving solutions to address critical literacy issues such as summer reading loss and school readiness. These six districts should not be viewed as "lighthouses" or demonstration sites. Instead, they form the initial foundation for a statewide network that will support the successful implementation of the Third Grade Reading Guarantee.

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.

6293 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:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Pre-K Special Education | <input checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 9 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Brad Faust

Organizational name of lead applicant
Delaware City School District

Address of lead applicant
248 North Washington Street, Delaware, OH 43015

Phone Number of lead applicant
740.833.1100

Email Address of lead applicant
faustbr@delawarecityschools.net

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

No

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

The districts submitting this application recognize that Ohio's 3rd Grade Reading Guarantee focuses on an endemic problem that is no longer tolerable. For too long, too many students have struggled to read on grade level. In our consortium, an average of 17% of 3rd graders did not pass the state reading test in 2013. Among students with disabilities, the average was 47%. As research shows, these students risk fighting an increasingly uphill battle that threatens their future success (Duncan et al. 2007). Furthermore, district early literacy systems often are fragmented and unproductive. In a focus group with the 6 network districts, several areas of fragmentation were identified, including resource alignment, professional development, assessments, and intervention. Traditional school improvement processes tend to focus on broad strategies and programs rather than specific solutions and behaviors, thereby ignoring root causes and not eliminating what does not work. Rather than accept an attitude that these challenges are too great and too expensive to resolve, we believe it is possible for every Ohio elementary school to meet 3rd Grade Guarantee targets through a results-driven and cost-effective approach. Research identifies key areas for improvement that will significantly impact student achievement without added costs (Q21). These include: 1)Aligning instructional practices with SBRR around the 5 essential elements of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and writing; 2)Reducing summer reading loss-a significant contributor to achievement gaps between low-income and middle-class students (Alexander et al. 2007); 3)Adopting lean management practices that align and maximize existing assets, reduce waste and unnecessary costs, and drive more resources into the classroom. Ohio districts need a systematized process for bringing these elements together to ensure all students are on track for reading success.

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

We propose to design, test, and deploy a whole-system early literacy improvement process (the Lean 3D Early Literacy Improvement Process) that: 1)Identifies needs and aligns resources strategically; 2)Streamlines systems and processes and reduces inefficiencies to increase timely intervention for struggling students; 3)Directs more resources to combat summer reading loss and other early literacy challenges; 4)Supports a collaborative culture based on SBRR and lean management strategies; and, 5)Builds classroom, school, and district capacity to make the 3rd Grade Guarantee work for all children. The process involves 3 stages-Discover, Design, and Deliver-and is based on principles of Lean and Six Sigma. Lean is a methodology that streamlines processes and reduces waste. Six Sigma focuses on defining problems/opportunities, measuring baselines, analyzing data, and improving and controlling processes. Lean and Six Sigma (LSS) complement each other to meet customer (i.e., student) needs, streamline processes, and reduce waste. LSS helps organizations shift their thinking from "We have always done things this way" to a continuous improvement mindset that increases effectiveness while controlling costs. This work will be led by district implementation teams that comprise district administrators, principals, and teacher leaders. Teams will participate in a Summer Academy to learn the 3D process and how to use LSS tools and analytics. Then they will engage in the phases: DISCOVER: With support from Battelle for Kids (BFK) and the Ohio State University's Fisher College of Business Center for Operational Excellence (COE), each district will engage in a comprehensive audit to examine the current state of its literacy system. All aspects of early literacy development will be included-formal and informal; policy and practice; and in-school and out-of-school time. The focus on out-of-school time will include summer months, during which students often experience significant reading loss. DESIGN: Each district will apply LSS tools to discovery findings to develop an early literacy system that meets local needs by identifying strengths, needs, redundancies (e.g., multiple diagnostics assessing the same competencies), and designing efficient and effective solutions. The clarity offered through this process will help districts focus on the practices that will have the biggest impact on literacy. It will also help them discover ways to foster early literacy as a community effort involving preschools, elementary schools, parents, libraries, community service providers, and faith-based organizations-all aligning efforts to meet the needs of the whole child. DELIVER: Districts will work together, and BFK will provide ongoing support and workshops, to help implementation teams execute the identified improvement strategies, navigate challenges, and continue new practices in the long term. In addition, district representatives will receive LSS training from experts from COE. Finally, the districts will have opportunities for ongoing learning and collaboration through the 3rd Grade Reading Guarantee Quality Network Online Portal. The portal will house research-based literacy resources; LSS resources, including BFK's tools, materials, and online courses designed to apply LSS to school settings; and collaboration functionalities to support shared learning. Through the portal, districts will have common metrics and validated practices to inform their work. The 6 districts are part of one of Ohio's best education analytics networks-SOAR-a consortium of 110 districts that uses data and peer-to-peer exchange to accelerate performance. The portal will be used to promote 3D throughout SOAR, based on lessons learned from project implementation. BFK will use standing SOAR meetings along with the portal to drive successful 3D implementation across the state.

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 3D Process will significantly improve student achievement by using LSS to bring clarity to early literacy systems (grades P-5) so districts can focus on the practices that accelerate learning. Improved systems that promote prompt identification and intervention, summer enrichment, and school and community resource alignment will address reading performance gaps before they become unmanageable. Expected changes to student achievement (by 2017) include: -A greater percentage of students meeting the 3rd grade reading benchmark and at least a 50% reduction in the number of students who meet the criteria for retention outlined in the Third Grade Reading Guarantee statute. -Network districts will track their progress on statewide 3rd grade reading assessments, with particular attention to student subgroups such as students with disabilities, economically disadvantaged students, and English language learners. -Network districts commit to reducing achievement gaps in 3rd grade reading by 50% by 2017. As a long-term outcome, network members expect to see increases in reading performance in each grade level from Kindergarten through grade 5. These outcomes will be achieved through an innovative quality-improvement process focused on comprehensive Discovery, purposeful Design, and effective Delivery. District leaders will work with BFK to examine district, school, and community resources; school and classroom processes; assessment and data systems; after-school and summer opportunities; training methods; costs; parent engagement; and student results. This broad focus on school, home, and community factors that impact literacy will help districts find ways to better meet students' needs. Data will be analyzed using LSS methods to help districts identify areas to strengthen, revise, or eliminate. Identified strategies will accelerate learning by aligning with SBRR on the 5 essential components of reading instruction as well as writing instruction (Q21), strengthening community partnerships to address student needs with after-school and summer enrichment opportunities, and improving assessment and data systems to quickly identify and address knowledge and performance gaps. Since each district's plan will be customized to local needs, students will benefit from improved practices that honor the culture and context of their learning environment. Finally, districts will challenge and support each other in improving student outcomes in the Delivery phase. In contrast with conventional systems that do not connect schools together in a common performance network that supports and demands everyday improvement and accountability, collaboration will be central to this work. By participating in a networked improvement community, districts will be able to leverage the power of peer-to-peer capacity building and accountability to collectively drive student success. Collaboration will be facilitated through BFK and COE in-person and virtual workshops and support, as well as the online portal. The portal will include functionality that offers "layers" of access that allow for both within- and across district collaboration.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

The 3D Process will ensure spending reductions in the five-year forecast by leveraging lean analytics and strategies proven to reduce spending in public- and private-sector organizations around the world. This process will uncover activities and costs that do not yield a sufficient return on investment. It will also inform the aforementioned audit that offers a complete picture of school and community resources, including untapped or under-utilized sources for literacy enrichment that could be strengthened to reduce dependency on more costly services (e.g., online reading programs). LSS-certified BFK staff and COE experts will provide ongoing support and post resources in the portal so districts can continue to use LSS to increase efficiency and cost savings. As reported on the Financial Impact Table, in the aggregate, all participating districts anticipate saving \$1,483,832 between FY 2016 and 2020 as a result of participation in the grant. These savings are in Personal Services (\$813,932); Fringe Benefits (\$219,800); and supplies and materials (\$450,100). Cost savings will more than offset the anticipated increase in spending as a result of the proposed innovation, which results in increases in Purchased Services (\$777,803) and in Capital Outlay (\$2,110) over five years. The cost savings will exceed reoccurring costs over a five-year period by \$703,919. These savings will be realized through waste identification (e.g., redundant assessments), increased operational efficiency, and fewer intervention services needed (Q14).

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

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
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

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 text 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.

9,553,796.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The 3rd Grade Reading Guarantee Quality Network will increase efficiency and effectiveness, long-term sustainability, and scalability. Grant funds will be used to support the audit, evaluation, and implementation of improvement strategies. Districts will conduct an audit that examines current practice, then employ continuous improvement strategies to accelerate student performance. Central to the decision-making process in the expenditure of grant funds will be the goal of providing the highest-quality instruction so that student needs are met at the first sign of any deficits in reading. Teachers will be equipped with resources, including supplementary instructional materials, technology, and related applications that provide instructional reinforcement for students, and professional development. When a student needs more intense supports, districts will provide consistent interventions with progress monitoring tools to assess effectiveness of those interventions. Though the goal is to reduce the need for intensive intervention, it is critical that a strong support system is developed to ensure continuity in reading interventions both horizontally and vertically in the districts. This will require purchase of specialized materials and training for staff members in use of these materials and/or programs. Services and Supports are budgeted at the district level and reflected in the consolidated budget table to reflect local needs. Overall, districts will purchase equipment to increase efficiencies and budgeted at \$1,534,400 (Instruction - Capital Outlay 600). Funds categorized for Purchased Services include investments in professional learning and implementation of a lean management audit, training, and integrated system redesign (Professional Development - Purchased Service 400 - \$3,955,996), strengthening parental knowledge and building community partnerships to bolster the early literacy continuum of services around critical issues such as summer reading loss and school readiness (Family/Community - Purchased Services 400 - \$875,765), other contract services to support leadership (Governance/Admin - Purchased Services 400 - \$120,000) and coordination of grant implementation (Support Services - Purchase Services 400 - \$1,790,820). Districts will also invest in supply purchases such as materials for summer intervention and classroom instruction (Instruction - Supplies 500 - \$720,000). Delaware City Schools will serve as the fiscal agent for the grant, and will be responsible for all purchasing using a pooled approach where appropriate, all contracting with vendors, preparing all files and documentation for program and financial audits, and contracting with the external evaluator with the fiscal fee (Other - Governance/Admin - \$476,805). Additionally, limited supplies will be needed to support professional learning experiences to build staff and system capacity (Professional Development - Supplies 500 - \$80,000). Overall, this budget is designed to ensure that: -District-based innovation investments focus exclusively on expected student achievement gains tied to literacy and SBRR-aligned practices; -Network-based innovation investments build school and district capacity to conduct comprehensive audits and implement lean solutions to improve early literacy systems that will be covered by subsequent spending reductions over the next 5 years and beyond; -Most of the resources recovered from identification and elimination of waste in current literacy system spending (e.g., redundant assessments, poor use of literacy learning time, unnecessary and/or ineffective literacy-based professional development) will be repurposed in direct classroom investments; and, -The 3rd Grade Reading Guarantee Quality Network will promote a constantly unfolding shared services delivery mindset where districts share strategies, practices, tools and professional development resources that have proven effectiveness and reduce cost.

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.

As shown on the Financial Impact Table, participating school districts will incur costs going forward related to access to 3rd Grade Reading Guarantee Quality Network. Continued district access to the virtual community, tools, and services represent a nominal fee for each school district. It is the goal of school districts co-designing this project that the sustainability costs associated with professional development, lean management training, access to the community of practice and project leadership will be affordable, fair for all participants, and represent a compelling value-proposition for all potential future participants. Sustainability will cost \$247,589 in the aggregate for all participating districts going forward (approximately \$39 per student for grades kindergarten through 5). The ongoing return on district investments being a part of this network in terms of avoided remediation and intervention costs, elimination of redundant assessments and systems, and strengthened community partnerships ensuring vertical alignment of efforts and goals will more than pay for the continued participation of districts. Essentially, the 3rd Grade Reading Guarantee Quality Network pays for itself through cost reductions emerging from the regular application of the lean audit, practices and the emergence of shared services across districts. For example, as more districts join the network, the online portal will help districts identify definitive ways to share costs (e.g., reading specialists and coaches). Consistent and effective use of lean management practices around literacy will guarantee sustainability. The training of district staff in these management practices will ensure that a core team of administrators and educators have the knowledge and skills to execute approaches to identification and root cause analysis of system inefficiencies in operations. The consistent use of lean management strategies represents a cultural shift in the education enterprise. As systemic efficiencies are realized, these lean tools and processes will be deployed to other business operations within the district. As a result of the lean management process (i.e., audit, training, and online portal), it is the goal of this innovative project to simplify the processes used to early-identify students at risk of being below grade level for literacy acquisition. Early identification will trigger targeted and effective remediation for students in need of services. The use of more effective intervention methods will result in expediting the time necessary for bridging the reading gap and bringing students up to grade level in literacy skills. Additionally, targeted summer intervention will reduce the reading loss experienced during the 10-week break in instruction. Reduced intervention costs in the academic year due to the reduction of summer reading loss will give districts sustainable flexibility to continue to work with community partners in summer literacy programming. Annual membership fees in the 3rd Grade Reading Guarantee Quality Network will be minimal and be based on a per-pupil cost allowing participating districts to ensure that sustainability costs going forward are commensurate with district size. Participating in this networked improvement community will support the project goals of continuously improving literacy outcomes, eliminating waste. The greatest solution to the Third Grade Reading Guarantee challenge is not high cost innovation. Rather it is our inability to scale up solutions that we know work. Costs associated with sustaining the network are minimal and the result is fulfilling the promise of the Third Grade Reading Guarantee.

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.

1,483,832.00 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

Districts will share strategies, practices, tools, and professional development resources that have proven effectiveness and reduce cost to generate more efficiencies beyond the implementation timeframe. Too often literacy teaching and learning efforts turn into "workarounds" to temporarily address immediate problems. The 3rd Grade Reading Guarantee demands that we pull the risk out of the system by getting at root causes and systemic solutions. We need to turn reading workarounds into learning loops. This is why the application of lean quality improvement processes is so important. Traditional school improvement processes can take a lot of time, fail to get at everyday practice, seldom identify and eliminate waste, and tend to focus on strategies and programs rather than solutions and behaviors. Moreover, conventional processes do not connect schools together in a common performance network that both supports and demands everyday improvement and accountability. By participating in a networked improvement community through an online portal, districts will be able to productively leverage the power of peer-to-peer innovation and accountability. Savings will be realized as a result of systems audits, elimination of redundant processes and resources, and cross-district cost burden sharing on critical professional development support systems. Additionally, districts will realize cost savings through the avoided expenditures made for student intervention and remediation. Through in-person meetings and virtual collaboration, superintendents and treasurers from all network districts have been working together to determine realistic, yet significant, cost savings to which they could commit. As reported on the Financial Impact Table, in the aggregate all participating school districts anticipate saving \$1,483,832 between FY 2016 and 2020 as a result of participation of the grant. These are in Personal Services (\$813,932); Fringe Benefits (\$219,800); and supplies and materials (\$450,100). Cost savings will more than offset the anticipated increase in spending as a result of the proposed innovation, which result in increases in Purchased Services (\$664,494) and in Capital Outlay (\$2,110) over five years. The cost savings will exceed reoccurring costs over a 5-year period by \$817,228. District teams will be trained on the audit and lean management practices to ensure embedded processes and sustainability over time. This represents a

continuous improvement approach that is ongoing and can be replicated with other district practices into the future. Most of the resources recovered from the identification and elimination of waste in current literacy spending (e.g., redundant assessments, poor use of literacy learning time, unnecessary and/or ineffective literacy-based professional development) will be repurposed in direct classroom investments. The identification of inefficiencies in the system will vary from district to district, however the practice of repurposing and reinvesting savings will become an imbedded practice that will continuously reap benefits for students in the short and long term beyond the life of this grant.

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.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

Straight A Fund investment is expenditure neutral because lean management supports and demands verifiable, permanent, and credible reductions in waste in terms of time, money, and talent. Any product or service delivery "guarantee" must be produced through a quality assurance system that is results driven, transparent, simple and self-sustaining. Districts will immediately realize savings by eliminating redundant assessments, target professional learning to build staff capacity in effective early literacy and targeted intervention, and see significant reductions in remediation costs related to retention of students, and by leveraging community partnerships to create sustainable, literacy-focused support. The following factors will ensure that this project is able to sustain itself for at least five years after June 30th of our grant year: -Application of lean management approach throughout a district makes Third Grade Reading Guarantee problems visible, engages everyone in solving identified problems using simple methods, and generates resources for sustainability through the elimination of waste. -Participation in a lean quality network speeds up the creation, spread and sustainability of early literacy innovations that work. There have been dramatic self-sustaining outcomes from the application of lean strategies and tools in health care. One of the leading health care quality networks is the Institute for Healthcare Improvement. It is an established enterprise that is completely self-sustainable through membership fees and targeted professional development offerings. Essentially it has become a vital "cost of doing business" factor for most hospitals around the country. Moreover, it has taken full advantage of what is called in business as the network effect. The network effect is the effect that one user of a good or service has on the value of that product to other people. When network effect is present, the value of a product or service is dependent on the number of others using it. Think Facebook or Google. As more and more members join costs go down and value increases. The 3rd Grade Reading Guarantee Quality Network is designed along the same network effect principles behind the Institute for Healthcare Improvement. This Straight A Innovation Fund investment will amplify and accelerate self-sustainability for both the 6 participating districts as well as the anticipated growth to hundreds of districts across Ohio. All 6 districts are part of Ohio's largest school improvement network-SOAR. SOAR currently has 110 members. Part of our sustainability plan is to connect the Third Grade Reading Guarantee Quality Network to SOAR members and beyond. This will create a leap frog dynamic on the network effect benefit. The aim is for the online portal to become the go to site for other improvement networks across the state when it comes to continuous early literacy improvement (e.g., RTI, FIP, LLI). Regardless of projected network growth, the six participating districts have committed to staying together and supporting the network for at least the next 5 years and their fiscal forecasts reflect this commitment. The network can deliver all its promises under this fiscal arrangement.

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 March-September 2014

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

Significant planning has already taken place through 6 meetings involving all districts and BFK. This timeline includes, and builds upon, the work that has taken place to ensure this work is as productive as possible from day one. The six participating districts are active members of SOAR, a statewide school improvement network. Their engagement with SOAR has enabled them to build a strong internal capacity to use data analytics to inform practice. This greatly enhances planning, evaluation, communication and coordination work necessary for the successful implementation of this project. FEBRUARY-JUNE 2014 2/14 First discovery and planning session; 3/14 Readiness and assets inventory completed for each district; 3/14 Planning and implementation barriers focus group; 3/14 Project coordination and communication design session; 4/14 Cost savings and sustainability meeting with superintendents and treasurers; 6/14 Project management team meeting for strategy, logistical, and communications planning JULY-SEPTEMBER 2014/FIRST 90 DAYS ONCE GRANT AWARDED 7/14 Delaware informs all stakeholders of grant award (programmatic approval); 7/14 Project evaluation planning meeting; 7/14 Project implementation coordination/communication infrastructure established; 7/14 Delaware informs all stakeholders of grant award (governing board approval); 8/14 First Summer Academy of Third Grade Reading Guarantee Quality Network (Implementation teams from all districts meet to plan, receive initial lean training and help in the design of the audit and online portal); 8/14 First generation of online portal developed around collaborative shareware; 8/14 Early literacy systems audit refined; 9/14 District implementation teams scopes of work due; 9/14 BFK/COE Site visits completed at all 6 districts.

* Anticipated barriers to successful completion of the planning phase

In focus groups with teams from all districts representing central office, administration, and teacher leadership, 27 comments were identified and have been clustered into 4 potential planning barriers: stakeholder commitment; sustainability; districts not in the same place; and need for coordinated, SBRR-aligned professional development around the 5 components of literacy. The common factor is coordination and communication within and across districts. We have addressed this through the following: a) each district has an implementation team and one person from each team serves on the project management team (Q16); b) the planning process is designed to involve all districts, BFK, and COE as co-creators of the network; c) BFK will design the portal to facilitate communication and coordination through a "layering" feature that supports within- and across-district sharing and adds features as district users move through the project and provide feedback; d) the LSS process itself requires full stakeholder engagement, meets systems where they are, and identifies cost savings for sustainability; and e) BFK will design the portal to support SBRR-aligned professional development. Additionally, the project team will devote significant planning time to develop a communications strategy, designed to engage all stakeholders, that involves 5 phases: Awareness and Commitment, Developing Understanding, Implementation, Building Capacity, and Sustaining. District implementation teams will be responsible for executing the strategy. Also, implementation teams will provide monthly reports to BFK, which BFK will feed into newsletters distributed to partner districts via the portal. BFK will provide monthly updates that districts can customize and share with parents, board members, community partners, and others via their usual channels. Communication of the project is already underway, as districts have shared the strategy and expected changes to practices (Q20) with board members.

18. Implementation - Process to achieve project goals

* Date Range September 2014-September 2015

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

Collaboration across districts, OSU, BFK and community partners will be essential to this work, as will ongoing in-person and virtual collaboration. Based on audit findings, district teams will reach out to community partners in the Design phase and work with them in the Deliver phase to address local needs. Also, as part of their cost-savings commitment, districts will identify areas for shared cost burdens (e.g., professional development). Communication strategies (Q17) will be implemented throughout each phase. SEPTEMBER-NOVEMBER 2014/DISCOVER: 8/14-10/14 Literacy system audit completed (all districts); 9/14 Project team meeting (audit design and application); 9/14 Audit team meets to review Discover work; 10/14 Virtual audit support workshop for all districts facilitated by BFK; 11/14 Project team meeting focused on portal use NOVEMBER 2014-MARCH 2015/DESIGN: 11/14 In-person design process workshop facilitated by BFK; 12/14 Audit team meets; 1/15 In-person workshop facilitated by BFK and COE; 1/15 Community partners identified and engaged in Design; 2/15 Virtual literacy system redesign workshop facilitated by BFK; 2/15 Districts pair up and tour each other; 2/15 Project team meeting; 2/15 Districts' system redesign plans due; 3/15 Cross-district analysis of audits to determine commonalities, propose solutions, and identify opportunities for deeper collaboration MARCH-SEPTEMBER 2015/DELIVER: 3/15 Implement 1st round strategies outlined during Design phase; 3/15 Audit team meets; 4/15 In-person lean management workshop facilitated by BFK; 4/15 Implement 2nd round strategies outlined during Design phase; 5/15 Virtual cross district sharing workshop facilitated by BFK; 5/15 Ohio 3rd Grade Reading Guarantee Quality Network kickoff; 5/15 Online portal open to all SOAR districts; 5/15 Project team meeting; 6/15-7/15 Summer reading intervention; 8/15 In-person and virtual Second Summer Academy (identify lessons learned and spread to other districts).

* Anticipated barriers to successful completion of the implementation phase.

Each district has identified barriers and, 45 comments were identified and have been clustered into four potential implementation barriers: a) delivering quality professional development across 6 districts in a standardized yet flexible manner; b) communicating with and engaging boards, parents, and unions; c) collaborating to develop a comprehensive set of quality practices and processes rather than 6 different methods to mitigate implementation challenges; and, d) overcoming innovation fatigue and building a sustainable results-driven culture. The four mitigating actions identified in Question 17 are applicable here as well. Also, we will pursue 3 other implementation fidelity strategies as well: a) an online implementation "playbook" will be maintained by BFK, housed in the portal, and available to all district personnel to document what districts are doing that works and does not work; b) a 3-person audit team (national early literacy expert, evaluation expert, and implementation management expert), will meet quarterly to review progress and recommend ways to improve; and, c) surveys of parents, faculty and other stakeholders will be conducted regularly to provide feedback on implementation progress, fidelity, and commitment.

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

* Date Range June 2014-July 2017

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

The Project evaluation will include a formative evaluation during the Discover and Design phases, a fidelity assessment during the Deliver phase, and tracking student progress through spring 2017. The formative and fidelity evaluations are discussed in Q22. The summative evaluation begins with the collection of student assessment data for all K-5 students in the 6 districts from the 2013-2014 school year (to be

used as a baseline) and continues with collection of assessment data each year through spring 2017. Kindergarten students are currently assessed with the Kindergarten Readiness Assessment-Literacy (KRA-L). However, beginning with the 2014-2015 school year, the KRA-L will be replaced with an assessment based on Ohio's Early Learning and Development Standards. 1st and 2nd grade students are assessed using a Diagnostic Literacy Assessment chosen by their district while 3rd grade students receive the Ohio Achievement Assessments (OAA) in fall and spring, with a follow-up in the summer. 4th and 5th grade students are administered the OAA each spring. Assessment data will be collected through the Discovery and Design phases when we expect that course realignment will begin and continue for K-5 during the Deliver phase and beyond. Results of student-level assessment analyses will be used to report student progress across each 3D phase through quarterly meetings and reports to the audit team. Analyses will continue throughout the program and will include longitudinal analyses to assess a specific student's progress during the evaluation and improvements in each grade level over time. Progress monitoring data will be included. The online portal will provide a rich repository of formative and summative data as it documents and tracks activity within and across districts. A final summative outcome analysis report will be issued in summer 2017. All summative reports will be posted on the network's online portal.

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

Success of the summative evaluation rests upon timely access to data from districts across the consortium. The program evaluation team anticipates that the requirements for districts to submit English Language Arts diagnostic results through EMIS will assist in the measurement of student outcomes during the course of the grant. However, participating districts may also collect data that is not reported through EMIS, such as formative assessment results and intervention and program access data. Additionally, as districts implement literacy strategies that include out-of-school resources like libraries or early childhood programs, the evaluation team will need to work closely with each district and its partners to develop a data collection plan that is responsive to local capacity and needs. These barriers will be mitigated by the LSS approach at the heart of this proposal. By focusing on measures and data collection from the start of the 3D process, districts will build data collection into their literacy implementation plans. The summative evaluation plan will include formal data sharing agreements between each district and SRG and University of Cincinnati. The online portal that will be developed and used in this project mitigates several other barriers to successful completion of the summative evaluation. First, the portal provides a platform in which evaluation data can be deposited and shared. Second, districts will be able to see individual and collective progress which both increases accountability and motivates fulfillment of stated milestones. Third, evaluation communication and coordination will be strongly supported by information documented on the portal.

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:

As a result of this project, we expect a number of changes to instructional and organizational practices that address the goals outlined in Question 9. These changes include, but are not limited to: -Specific goals established by districts focused on student achievement in the area of early literacy. -Building leaders and teachers agree on the problems they are trying to solve. -Consistent and focused instruction in every classroom within a district-focused on SBRR-which will support increases in student learning. -Teachers and principals engaged in professional development focused on researched based, comprehensive early literacy strategies as well as general instructional strategies. Also, shared philosophy and knowledge of early learning and how to best teach literacy. -Professional development that is ongoing and driven by the goals of the district. -Data are readily available for teachers and students so that progress is monitored and students are actively engaged in their learning. -Teachers using data to benchmark the progress of their students and to determine next steps in instruction. Instruction is responsive to student needs and strengths. Teachers become knowledgeable about appropriate intervention strategies that will support student success. -Data are shared both vertically and horizontally within each school to determine in what areas the school is having success and what areas are challenging. Specific plans are developed that leverage successes to inform areas of challenge. -Collaboration between home, school, and community partners increases to ensure students receive the support they need for success. -Fewer students require intensive intervention. -LSS incorporated to early literacy challenges on a continuous basis at all levels of the organization. -Cost-conscious district operations lead to a greater share of resources directed to the classroom. -If necessary and appropriate, building schedules modified to allow adequate time for literacy instruction, collaboration time for teachers, and time for professional development. -Continuous cycle of checking the progress made toward the goals around early literacy. Mid-course corrections made so each district remains focused on the goals. Continuous progress made. District team members were asked to write "vignettes" on how instructional and organizational changes will realistically and significantly move their institutions forward. Here is a composite statement: "Every grade from preschool through fifth grade will have high-quality instruction embedded with the five essentials of reading. Each student will move through these grades guided by progress monitoring, intervention when needed, and differentiated instruction." "Our district will no longer be playing catch-up in our early grade levels. We will have a fluid and effective intervention system that meets the needs of each learner. All our programmatic action will be aligned (e.g., RTI, FIP, LLI, SBRR, etc)." "All teachers will be sharing the same philosophy and knowledge of early literacy and how to best teach early literacy. We need to keep in mind that our ultimate goal is to teach children to love reading, enjoy reading and be good at reading. All teachers will be able to understand all assessments and data reports. Professional development would be natural part of the job, and not an add-on."

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.

The rationale behind a lean management approach to literacy comes in part from districts around the country that have adopted LSS and similar methodologies with impressive results. These include Chugach School District (AK), Montgomery County Public Schools (MD), Pearl River School District (NY), Jenks Public Schools (OK), and Pewaukee School District (WI). These districts—all recipients of the Malcolm Baldrige National Quality Award—have seen significant improvements, including: -Student Achievement: Increased percentage of students reading on grade level, near-perfect graduation rates, increased SAT and state assessment scores, narrowing of racial and socioeconomic gaps on state assessments and reading proficiency -Fiscal Health and Strategic Resource Allocation: Increased fund balance, improved credit rating, increased percentage of budget allocated for instructional categories, decreased operational costs BFK and COE have seen similar results (i.e., establishment of performance-based culture grounded in data, and substantial cost savings deployed to the classroom) in districts we have supported in adopting LSS methods. These include Houston Independent School District, TX; Charlotte-Mecklenburg Schools, NC; Tulsa Public Schools, OK; Evansville Vanderburgh School Corp., IN; and Olmstead Falls, OH. Also, 3 extensive bodies of research offer strong support for the project. The first is research that shows early literacy is a critical contributor to students' ongoing success (e.g., Barnett, Jung, Youn, & Frede, 2013; Piasta, Justice, Justice, McGinty, & Kaderavek, 2012). Also, a widely cited report from the National Reading Panel (2000) summarized decades of research suggesting that effective reading instruction addresses five essential components: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Research also shows that writing and reading are closely linked such that writing can actually improve reading (Graham & Herbert, 2010). Both SBRR around the 5 components and research around writing instruction best practices will be key drivers of this work. The second area of research supporting this work has identified learning loss that occurs during summer as a significant contributor to the achievement gap between high- and low-SES students. A 2011 study by the RAND Corporation found that on average, low-income students lost 2 months of reading skills over summer while their more affluent peers made slight gains. Fortunately, the third area of research supporting the proposed innovation finds that well-structured summer enrichment can mitigate this reading loss and reduce the achievement gap (e.g., Miller, 2007; Roman, Carran, & Fiore, 2010). Finally, the readiness and enthusiasm of partner districts provide a strong reason to pursue this work. An inventory was conducted with all district planning teams that uncovered over 65 discrete comments on readiness and assets. The top 5 findings are: a) strong collaborative culture and infrastructure (e.g., professional learning communities, collaboration time); b) formative instructional practices; c) focus on streamlining and improving formative and summative literacy assessments; d) willingness to uncover waste and seek cost savings; and, e) strong interest and/or activity to address two critical Third Grade Guarantee success issues—relationships with preschools and summer reading loss. Given the case studies, research supporting LSS and similar methods, a focus on early literacy, and high-quality summer reading enrichment, we expect that the proposed innovation will be highly effective in achieving the project goals of increased student achievement and spending reductions in the five-year forecast. While not formal goals of the project, we also think that there will be greater utilization of a resources in the classroom, and implementation of shared-services particularly around professional development, assessment and inte

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.

The external evaluation will be conducted by an evaluation team from the University of Cincinnati and Strategic Research Group. The Co-Principal Investigators are Kathleen Carr, Ph.D. (kcarr@strategicresearchgroup.com) and Debbie Zorn, Ed.D. (zorndl@ucmail.uc.edu).

* 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).

The summative evaluation, including how student progress will be measured, is described in Q19. A formative evaluation will also be conducted to assess progress relative to Straight A goals (Q9) at regular intervals. Evaluators will develop a project plan to guide the work and ensure a common understanding of evaluation activities. These types of plans should be updated regularly based on new knowledge and changing program needs. The plan includes a logic model (with measureable short-, mid-, and long-term objectives); evaluation questions and design; data collection tools; and activities, timeline, and an analysis plan. The plan will also include how student data will be collected and analyzed. Formative evaluation data collection will include self-administered and web surveys, interviews, focus groups, and observations. During the Discover and Design phases, activities will focus on assessing online learning, professional development, fidelity of the LSS and 3D processes, and implementation team collaboration. An evaluator will observe project team meetings and be available to report on the status of the evaluation. District team members will be asked to provide thoughts on their experiences throughout the first 2 phases. Satisfaction surveys will be administered following online trainings and workshops, and additional feedback regarding the usefulness of these sessions and tools will be assessed throughout the program. Once literacy systems are developed, evaluators will assess progress, successes, and implementation barriers. Fidelity categories will be developed along with protocols to identify to what degree the system is being implemented as intended and will be administered across the three phases. Principals, teachers, and other staff will be surveyed at the beginning of the Deliver phase, mid-year, and at the end to understand their thoughts, confusions, and concerns as they implement the program in classrooms and schools.

* 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.

The external evaluation team will work closely with both the 3-person project audit team and the project management team to communicate findings and develop strategies for improvement. The purpose of these meetings will be to identify emerging barriers that will need to be addressed for continuous program improvement. The evaluation team will provide informal and formal reports following each major evaluation activity. The final formative report will be submitted in the summer of 2015 and will include the results of each phase of the

formative evaluation and highlight barriers and best practices. This report will also include case studies of the most successful school districts, which will be disseminated to assist future districts as they undertake the process to revise their early literacy systems. Although student assessment outcomes will be reported in this report, a final addendum will be included following the final student assessment data analysis in the summer of 2017. The online portal will have a project management dashboard that will enable individual districts and the network as a whole document, track and modify progress. Essentially we will use lean tools and analytics to do lean innovation. Through quarterly meetings involving the evaluators, the three person project audit group and the project management team composed of district representatives, BFK and the Center for Operational Excellence at OSU, we will identify, modify or change the project plan if measured progress is insufficient to meet project objectives. Additionally, the project management team will hold monthly meetings to monitor progress and make adjustments as necessary.

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 districts submitting this application are committed to ongoing data collection, thorough analysis, collaborative learning, and a lean-driven focus on quality improvement that will ensure the goal areas are impacted over the duration of the project and beyond. Changes will be institutionalized through a common quality-improvement process supported by an online portal and demanding that participating districts are very open and transparent about sharing what works, what doesn't work and how to continuously reduce waste and promote cost savings. Measures used to quantify success in meeting the goals mentioned in Q9 are as follows: -Increased number and percentage of students meeting the third-grade benchmark as measured by statewide reading assessments (OAA and PARCC). -Reduction in the number and percentage of students meeting the criteria for retention outlined in the 3rd Grade Reading Guarantee statute. Reduction in the number and percentage of students identified as requiring intensive reading intervention in grades K-2 through state-approved diagnostic assessments. - Increase in the number and percentage of 4th and 5th grade students achieving "proficient" or higher on statewide reading assessments. - Evidence of widespread adoption and fidelity of implementation of 3D process across SOAR districts and other districts across the state. - Increased number of shared services among network members, resulting in reduced costs, efficient delivery of services, and improved student outcomes. Examples of anticipated shared services opportunities include: professional development; literacy coaches; shared purchasing of instructional materials; and partnerships with community organizations to provide out-of-school and informal literacy support particularly in the summer. -Cost savings through LSS strategies such as: reduced costs due to reduction in duration and intensity of student interventions and in the number of students requiring intervention in grades K-5; elimination of redundant or non-effective assessments; and elimination of ineffective professional development. -Cost savings applied to classroom instruction and out-of-school opportunities. -Non-monetary resources leveraged to supplement instruction. This project is designed for scalability and sustainability. 2 key strategies are: a) connect to and build off existing reading improvement networks and initiatives; and, b) work with the Ohio Department of Education to make sure the 3rd Grade Reading Guarantee Quality Network is connected with all relevant departmental and state policy resources and initiatives.

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

Specific benchmarks for each project are as follows: -Percentage of students meeting the third-grade reading proficiency benchmark. Baseline data will be 2013-2014 OAA. Baseline and performance targets will be recalibrated upon the transition to the PARCC assessments. -Number and percentage of students meeting the criteria for retention outlined in the 3rd Grade Reading Guarantee statute. Baseline data will be 2013-2014 OAA. Baseline and performance targets will be recalibrated upon the transition to the PARCC assessments. -Number and percentage of students identified as requiring intensive reading intervention. Baseline data will be the 2013-2014 K-2 reading diagnostic results. Network districts anticipate an increase in the first two years of the project, and then a measurable reduction by 2016-2017. Specific performance targets will be established through the LSS process. -Number and percentage of 4th and 5th grade students achieving "proficient" or higher on statewide reading assessments. Baseline data will be 2013-2014 OAA. Baseline and performance targets will be recalibrated upon the transition to the PARCC assessments. -Increased access to literacy opportunities outside the school day and year. The discovery audit will include a comprehensive review of all literacy opportunities. This will establish the baseline. All districts will be expected to demonstrate an increase in both the opportunities available to students and an increase in student participation in those opportunities. -By the end of the project period, 100% of students identified as requiring intensive reading have access to effective literacy intervention in the school setting.

* Spending Reduction in the five-year fiscal forecast

The five-year forecast shows aggregate savings of \$1,483,832 between FY 2016 and 2020 as a result of participation of the grant. These savings are in Personal Services (\$813,932); Fringe Benefits (\$219,800); Supplies and materials (\$450,100).

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

Perhaps the most significant lasting value of the project is how it will inform and shift mindsets. First, too many educators suggest solutions to early literacy problems is more money. This project will prove and advance the proposition that the first thing to do is focus on identifying and eliminating waste. Second, too many districts allow too much fragmentation in the implementation of literacy resources and practices.

This project will demonstrate that integrated strategies and solutions can be implemented in short time spans with substantial early returns. The application of lean management in other industries provides substantial evidence of this effect. Third, most P-5 literacy learning systems are not grounded in SBRR and this phenomenon is rationalized as being due to a lack of professional development and opportunities to embed such practices in school culture and operations. This project will show that taking a network approach enables school systems to amplify and accelerate smart and effective literacy practices that are owned and driven by educators committed to the fundamental principles of lean improvement: a) specify value from the standpoint of the learner; b) identify all the steps in the value stream and eliminate all steps that do not create value; c) tighten the connections between steps; and, d) continue to apply the process until no waste exists.

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

All 6 participating districts are members of SOAR, a 110-district collaborative across the state of Ohio dedicated to the implementation of education innovations that work. In addition to these 6 districts implementing a 3rd Grade Reading Guarantee quality improvement system that works for all their students regardless of setting, this project will result in the creation of a lean audit and training system that will be available through an interactive online portal that all SOAR districts can access. Eventually, we hope to involve all 612 districts in the 3rd Grade Reading Guarantee Quality Network, meaning the project would grow from 6 to 110 to 612 in a four-year period. No district would have the excuse for not knowing how to implement the 3rd Grade Reading Guarantee effectively. Thus, all districts would benefit from best practices and best processes for 3rd Grade Guarantee success offered through an online and innovative professional development system that aligns with SBRR, connects with all ODE templates (e.g., staffing plan, teacher qualification, RIMP, alternative assessments) and connects professional learning communities focused on early literacy quality within and across districts. It should also be noted that once the quality improvement process is established, it can also be used in other grades or subject areas. Thus, SOAR (or non-SOAR) districts can easily adapt the process to apply to specific areas of need outside of early literacy. We recognized that none of our 6 districts would be classified as a large urban system. Most are reflective of the most common type of district in the state-moderate to small size suburban or rural. However, we also believe the tools, professional development, and network connections that come out of this innovation are transferable regardless of district context and size. Early literacy is a whole system although it is not often seen as such. Ohio is program-rich and system-poor in regard to how we pursue early reading. The issue is not that we are short on literacy programs and resources, but rather that we have failed to take a systemic and highly accountable approach to the most important educational factor in a child's academic success---he or she must learn to read in order to read to learn. The 3rd Grade Reading Guarantee Quality Network enables Ohio to amplify and accelerate student achievement and cost reductions through a lean quality process that treats early literacy as a value stream that can be redesigned for continuous success. Our replication strategy has five major components: a) use our online portal to connect districts to lean and SBRR tools and practices that work; b) identify and connect to other open source Third Grade Reading Guarantee resources and tools of high quality (e.g., ODE and ESCs); c) leverage the 110 member SOAR school improvement network to promote inter-district exchanges; d) use social media to help educators connect with each other; and, e) keep network membership costs minimal so that positive network effects grow value for all participating districts. It all begins with six fearless districts.

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).

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

Consortium

Delaware City (043877) - Delaware County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Gayle N.	Reidenbach	740.852.5705 x1112	gayle.reidenbach@london.k12.oh.us	London City	044255	380 Elm St 2nd Fl, London, OH, 43140-9220	
Mike	Masloski	330.340.8680	mike.masloski@omeres.net	Ridgewood Local	046474	301 S Oak St, West Lafayette, OH, 43845-1339	
Beth	Justice	740.335.6620	beth.justice@wchcs.org	Washington Court House City	045013	306 Highland Ave, Washington Court Hou, OH, 43160-1819	
Scott	Inskeep	513.842.5109	sinskeep@readingschool.org	Reading Community City	044693	1301 Bonnell St, Reading, OH, 45215-3322	
Alea	Barker	740.982.7010	alea.baker@crooksville.oh.us	Crooksville Exempted Village	045351	4065 School Drive, Crooksville, OH, 43731-1013	

Partnerships

Delaware City (043877) - Delaware County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Kathleen	Carr	614.220.8860	kcarr@strategicresearchgroup.com	Strategic Research Group		995 Goodale Blvd , Columbus, OH, 43212	
Peter	Ward	614.292.5294	ward.1@osu.edu	The Ohio State University-Fisher College of Business		2100 Neil Avenue, 600 Fisher Hall, , Columbus , OH , 43210	
Debbie	Zorn	513.556.3818	Debbie.Zorn@uc.edu	University of Cincinnati Evaluation Service Center		47 West Corry Blvd , 3150 D One Edwards Center, Cincinnati, OH, 45221-0105	
Densie	Snowden	614.488.5437	dsnowden@battelleforkids.org	Battelle for Kids		1160 Dublin Road, Suite 500, Columbus , OH, 43215	

Implementation Team

Delaware City (043877) - Delaware County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Gayle	Reidenback	Director of Curriculum, Instruction, and Assessment, London City Schools	Gail will serve on the project management team alongside the other consortium leads, BFK, and OSU. The team is responsible for setting and meeting milestones; promoting internal and external communication; and overseeing cost saving, scalability, and sustainability. She also will lead her district's implementation team around the 3D process-Discover, Design, and Deliver.	Gail's many qualifications that will support her work on this project include experience teaching elementary students, leading professional development around early learning and using data to drive instruction, teaching early childhood pre-service teachers; directed a curriculum mapping effort; managing federal grants (Race to the Top, Title I, Title II); restructuring district gifted and after-school programs; and leading work around district initiatives (Race to the Top, OIP, value-added, online field testing, FIP, KRA, common formative assessments, DLT, BLT, TBT, Title I). She also organized and facilitated the district's North Central Association Accreditation Review, making her district the third in Ohio to receive this status.	Gail leads PD around early learning. She has taught early childhood pre-service teachers, supported districts across Ohio with Common Core and assessments, and has delivered PD based on district data for over 30 years.	
Kathleen	Carr	President and Principal Investigator, Strategic Research Group	Kathleen will conduct formative and summative evaluation of project processes and outcomes in collaboration with University of Cincinnati Evaluation Services Center.	Strategic Research Group (SRG) has 15 years' experience conducting evaluations and social science research. SRG offers its clients expert methodologists and research staff that collect, process, and analyze information to answer evaluative questions for various federal, state, and local agency programs. Dr. Carr, SRG's lead evaluator for this effort, is an expert on evaluative methodology and implementation. She has 25 years of experience assisting clients with their strategic planning, evaluation, and research needs and is well versed in both qualitative and quantitative methodologies.	Dr. Carr and SRG's research staff have a great deal of experience in the evaluation of education programs. Dr. Carr is currently directing an evaluation of Ohio's 21st Century Community Learning Center program. Further, Dr. Carr has directed evaluations of Ohio's Secondary Career Education program, the Family Literacy program, and Ohio's Early Learning Initiative. Dr. Carr is also assisting with an evaluation of Ohio State University's Mathematics Coaching Program, and formally oversaw a study to describe the characteristics of the early childhood learning and development program workforce in Ohio funded by Ohio's Early Childhood Advisory Council.	
Emily	Douglas	Director of Human Capital, Battelle for Kids	Emily will work with Denise Snowden and others to carry out BFK's work related to	As the Director of Human Capital at Battelle for Kids, Emily works with schools and state departments	Emily has provided human capital and quality improvement services in more than 60 districts around the country, and leading	

this project. Specifically, BFK will have 3 main responsibilities: design and help districts use the literacy audit, provide implementation assistance, and develop and manage the portal and network relationships.

across the country to build and improve human capital and performance management systems. Emily also writes for the world's largest K-12 education newspaper, Education Week, as the "K-12 Talent Manager." In 2013 Emily was recognized by Workforce magazine as an "HR Game Changer." This award honor the next generation of workplace leaders under forty who are making their mark in the field of Human Resources. Recently, she was also recognized by Microsoft Education as a "Global Hero in Education." BFK's staff includes experts in early literacy, LSS, and technology. Several BFK staff members are LSS-certified and have developed tools and online courses that support quality improvement in school settings. After earning her B.A. in political science from Miami, Emily received her MBA and master's in human resources (MLHR) from The Ohio State University Fisher College of Business. Emily also has her Senior Professional HR certification (SPHR), is a Lean Six Sigma Black Belt (LSSBB), and has a social media management certificate from Cornell University.

private-sector organizations. BFK supports districts across the country in improving instruction and adopting LSS practices. Emily is also the founder and executive director of "Grandma's Gifts," a nonprofit that provides goods and services to families and organizations in Appalachia. Emily started this organization in 1993, at the age of eleven in memory of her Appalachian grandmother who died from breast cancer. This organization is run entirely by volunteers, allowing all donations to go to the cause. To date, more than \$12.8 million goods and services have been supplied, helping more than 2.5 million people. Emily has traveled and spoken to more than 2 million adults and children across the United States about social entrepreneurship, youth activism, service-learning, Appalachia, and Grandma's Gifts. She has testified before the Ohio General Assembly and the United States Congress concerning service-learning and education. She has appeared on The Oprah Winfrey Show as well as in Time, Business Week, Seventeen, Guideposts, People, National Geographic magazine and more. In 1998, Emily was the recipient of the President's Service Award from President Bill Clinton, the highest award given to a U.S. citizen for public service.

Beth	Justice	Assistant Superintendent, Washington Court House City Schools	Beth will serve on the project management team alongside the other consortium leads, BFK, and OSU. The team is responsible for setting and meeting milestones; promoting internal and external communication; and overseeing cost saving, scalability, and sustainability. She also will lead her district's implementation team around the 3D process-Discover, Design, and Deliver.	As an administrator with over 20 years' experience, Beth's holds a range of qualifications that will support her work as a member of the project management team. These include experience in instructional leadership, grant writing and management, development of budgets, curriculum and assessment development, levy campaign, management of Title and federal programs, and community public relations. Beth holds a B.A. in Education from the College of Mt. Saint Joseph, and a M.Ed. in Educational Leadership from Wright State University.	In addition to her current role, Beth has served as a teacher and principal. Through these roles, she has led professional development (PD) through Leveled Literacy Intervention. Her extensive grant experience includes Ohio Reads and Race to the Top (RttT). Respected Administrator with over 20 years of experience steering educational efforts to cultivate engaging leaning programs and realizing exceptional results in academic achievement.	
------	---------	---	---	--	---	--

Mike	Masloski	Director of Curriculum, Instruction, Assessment, and Special Education, Ridgewood Local Schools	Mike will serve on the project management team alongside the other consortium leads, BFK, and OSU. The team is responsible for setting and meeting milestones; promoting internal and external communication; and overseeing cost saving, scalability, and sustainability. He also will lead his district's implementation team around the 3D process-Discover, Design, and Deliver.	Through his current and former roles, Mike has amassed a number of qualifications that will allow him to effectively contribute to the project management team and drive the work forward. These include grant writing (over \$1M awarded) grant management; responsibility for all aspects of district curriculum development and supervision; coordinating services with community agencies; and leading professional development around formative instructional practices, Common Core, the Third Grade Reading Guarantee, and data collection. As part of his duties, Mike oversees a Race to the Top grant for his district as the Transformation Team Leader, and has also served as a consultant for a 21st Century grant. He has master's degrees in Curriculum and Instruction as well as Educational Leadership from Muskingum University. He is also an Adjunct Professor at the university, teaching a course on Assessments and RTI.	In addition to his current roles, Mike has served as the principal at Ridgewood Middle School (and received a Principal of the Year award from the Science Education Council of Ohio), chairman of the district's Student Learning Objectives committee, and a Response to Intervention Coordinator. He has also developed a partnership with Muskingum University and Ridgewood Schools on early literacy practices and assessments. Through this program, Muskingum University students are trained in benchmark procedures related to early literacy. Mike has contributed to the districts receipt of the following honors: Race to the Top grant, 21st Century grant, ODE School of Excellence (for seven years), and ODE School of Promise.	
Denise	Snowden	Senior Director of Powerful Practices, Battelle for Kids	Denise will oversee BFK's work related to this project. Specifically, BFK will have 3 main responsibilities: design and help districts use the literacy audit, provide implementation assistance, and develop and manage the portal and network relationships.	Denise holds a Ph.D. in Educational Policy and Leadership (cognate area in literacy) with a focus on quality process engineering from the Ohio State University, and a M.Ed. in Literacy from Ashland University. She is a National Board Certified Teacher in English Language Arts. Denise's qualifications, combined with Battelle for Kids' staff and the organization as a whole, will ensure that districts to receive high-quality support to successfully implement the 3D Process. Battelle for Kids (BFK) is a national, not-for-profit organization that provides counsel and innovative solutions for today's complex educational-improvement challenges. For over a decade, BFK has engaged with school districts and state-level organizations to	Prior to her work at BFK Denise served as a teacher and Regional Consultant (central Ohio) for the Ohio Department of Education's Reading First Ohio initiative. Specific experiences include: -Teaching reading and English Language Arts, - Supporting program implementation with ongoing technical assistance to principals, literacy coaches and data managers in the 10 lowest performing elementary schools in Columbus City Schools and 3 lowest performing elementary schools in Springfield City Schools (2005-2010), -Teaching graduate level courses at Ashland University on the advanced study of language arts, -Providing professional learning experiences for teachers and docent training related to the Reggio Emilia early childhood approach and the One Hundred Languages of Children International Exhibit, and - Designing and facilitating the	

				<p>support their educational-improvement efforts across the country. With headquarters in Columbus, Ohio, our mission-driven team of education, technology, communications, and business professionals specializes in creating strategies that advance the development of human capital, the use of strategic measures, the implementation of effective practices, and communication with all stakeholders in schools. Several BFK staff members are LSS-certified and have developed tools and online courses that support quality improvement in school settings.</p>	<p>credentialing experience for several hundred teachers to become "highly qualified" in reading through the Greater Cleveland Educational Development Center using distance learning at the PBS station.</p>	
Debbie	Zorn	Senior Research Associate and Director, University of Cincinnati Evaluation Services Center	Debbie will conduct formative and summative evaluation of project processes and results in collaboration with Strategic Research Group.	The University of Cincinnati Evaluation Services Center has 16 years' experience conducting evaluations of education and human services programs. Seven Research Associates with doctorates in education or social science research, plus support staff, are able to provide a full range of evaluation planning, data collection and data analysis services in support of innovative education projects and programs. Dr. Zorn, who will lead this effort on behalf of UC, holds a masters degree in Curriculum and Instruction, specializing in literacy education, and a doctorate in Educational Foundations, specializing in research and evaluation methods.	Dr. Zorn and the Evaluation Services Center have experience evaluating large multi-site and state-level projects. As members of the Ohio Education Research Center, Dr. Zorn and her staff are currently working on teams to evaluate the Ohio Resident Educator Program and the Ohio Early Learning Challenge Grant Comprehensive Professional Development System. In the area of literacy education, they conducted evaluation for the State Institutes for Reading Instruction which provided professional development for teachers across Ohio in scientifically-based reading research (SBRR). Dr. Zorn and the Center also have conducted numerous evaluations of innovative projects, including four Corporation for National and Community Service Social Innovation Fund projects requiring rigorous evaluation designs.	
Connie	Holtmeier	Principal, Reading Central Elementary School	Connie will serve on the project management team alongside the other consortium leads, BFK, and OSU. The team is responsible for setting and meeting milestones; promoting internal and external communication; and overseeing cost saving, scalability, and sustainability. She also will lead her district's	As a principal for 14 years, Connie has long been an advocate for literacy and early childhood programs. Qualifications include experience creating grade- and school-level teams to critically analyze data and school programs; developing professional development plans; designing an after-school intervention program; and promoting positive relationships with parents,	Prior to her current role as Principal of Reading Central Elementary School, Connie served as an elementary school teacher and assistant principal. She has also spoken at conferences, including the National OSEP Convention and the National Title I Convention. Her efforts have contributed to the following outcomes: -Awarded the "OAESA Hall of Fame School" award in 2004 -Awarded the "NCLB Blue Ribbon School" award in 2005 -Qualified for	

			implementation team around the 3D process-Discover, Design, and Deliver.	businesses, community partners, and local governments. Connie holds a B.S. in Elementary Education and M.Ed. in Education Administration from the University of Cincinnati. She has also completed more than 360 hours of continuing education, and has both a Professional Teaching Certificate (Elementary, grades 1-8) and Elementary Principal's Certificate. Professional memberships include OAESA and NAESP.	Community Eligibility Program for 100% Free Lunch -Awarded the 2013 Valentine Leadership Award through the partnership with The UC Economics Center	
Melissa	Lee	Treasurer/CFO, Delaware City Schools	As Treasurer of the district serving as the Lead Applicant for this proposal, Melissa will work alongside Brad Faust and Delaware Superintendent Paul Craft to manage the fiscal and grant management responsibilities of the project. Melissa and her department will coordinate all expenditures through the grant program and be available for all required program reviews. She will be responsible for ensuring all the proper coding of all grant program costs, as well as ensuring that they are allowable expenditures that fall within the period of availability. Melissa will communicate with the other consortium district Treasurers and BFK to ensure that the project remains on track.	Melissa earned her bachelor's degree in Business Administration from The Ohio State University and her MBA from Otterbein University. Additional qualifications include fifteen years of experience in governmental accounting, financial reporting and auditing; eleven of which are in a management capacity.	Melissa has served as Treasurer/CFO of Delaware City Schools since January of 2013 and has prior experience as an assistant treasurer and auditor. Previous roles include Assistant Treasurer for the Hilliard City School District, and Audit Manager and Assistant Auditor for the State of Ohio. Melissa currently serves on the OASBO Board of Directors as the Central Regional Director and is the Chair of the OASBO Auditor of State committee. In addition to OASBO, she is a member of ASBO, GFOA, AGA and ACFE. Melissa has contributed to the following outcomes for Delaware: -Successfully passed a \$50 million bond levy for building improvements, earning over 60% of the vote. -Refunded \$8.7 million in outstanding debt, for a savings of \$600,000 over the life of the debt. -Performed evaluation of shared services with the ESC of Central Ohio for district substitutes. She has managed multiple State and Federal grant program as a Treasurer and audited various programs for compliance with State and Federal guidelines.	
James	Salzman	Executive Director, Edward Stevens Center for the Study and Development of Literacy and Language	The project will use a three-member external audit team to periodically review progress. Dr. James (Jim) Salzman will serve as the lead of the project audit team.	James has been an educator since 1977 in a variety of positions in public schools and higher education in Ohio and California. He earned his B.S. in English and Secondary Education certificate from Bowling Green, M.S. in Reading Education from San Diego State, doctorate from the University of Akron, and holds a Grade 7-12 English certificate and Reading Specialist credential.	James has served as a teacher, assistant professor at Ursuline College, Co-Director of the Northeast Regional Professional Development Center (NRPDC) and Assistant Director of the Greater Cleveland Educational Development Center (GCEDC), providing leadership in professional development for more than 72 public school districts. He was also an assistant professor of literacy education in the Department of Teacher Education within the College of Education at	

				<p>Qualifications include experience leading professional development around literacy, and publishing articles on teacher induction, action research, and literacy issues for various regional and national publications, co-authoring a textbook on teacher planning, and authoring two professional development manuals on teacher induction.</p>	<p>Cleveland State University (CSU). Jim served as the Director CSU's campus of the Reading First-Ohio Center for Professional Development and Technical Assistance for Effective Reading Instruction. The Center was a collaboration among CSU, John Carroll University, and the University of Akron, and delivered professional development and technical assistance to improve reading instruction for teachers and reading achievement for students in more than 130 schools in 31 high-poverty districts across the state of Ohio. In 2009, he became Director of the Edward Stevens Center for the Study and Development of Literacy and Language at Ohio University. In that position, he has led literacy efforts for both K-12 and adult settings. In his career, he has secured and implemented nearly \$30,000,000 in grants and contracts.</p>	
Peter	Ward	<p>Department Chair, Professor, Richard M. Ross Chair in Management, and Co-Director of the Ohio State University Fisher College of Business Center for Operational Excellence</p>	<p>Peter will oversee COE's work related to this project. Specifically, COE will have three main project responsibilities: consult around audit development, offer LSS training for key district personnel and help them implement LSS in their district through a train-the-trainer model, and help design portal content.</p>	<p>Peter holds a DBA degree. COE will have COE houses one of the world's few graduate programs in lean management, and has been helping organizations use lean practices for more than 20 years.</p>	<p>Peter has consulted several leading organizations, and serves on the board of the Lean Enterprise Institute. The Center for Operational Excellence (COE) at The Ohio State University Fisher College of Business, has been working with organizations on employing lean management practices for more than twenty years. COE's mission is to work alongside organizations to foster a problem-solving culture grounded in tried and tested operational excellence tools.</p>	
Brad	Faust	<p>Assistant Superintendent, Delaware City Schools</p>	<p>Brad will serve on the project management team alongside the other consortium leads, BFK, and OSU. The team is responsible for setting and meeting milestones; promoting internal and external communication; and overseeing cost saving, scalability, and sustainability. Brad will also work with Delaware City Schools' Treasurer/CFO Melissa Lee to carry out the fiscal and grant management responsibilities of the Lead Applicant for this project. He also will lead his district's implementation team</p>	<p>In addition to his current role Brad has served as a K-12 Director of Curriculum. He also serves as the lead for all Federal Programs including Title One. In addition to overseeing the district curriculum and budget, he has been the lead on a Roster Verification Grant in connection with the Gates Foundation and oversees the Race to the Top Grant. Brad holds a B.S. in Education and M.Ed. in Administration and Supervision, as well as a superintendent certificate, principal's license, and Michigan and Ohio teaching certificates.</p>	<p>Brad has served as an educator, Dean of Students, Director of Curriculum and Assistant Superintendent. Through these roles, he has conceptualized and directed sweeping changes in curriculum delivery, developed strategic staff training methods, and instituted consistent curriculum connected to common assessments. He was also charged with measuring district progress and making recommendations to the superintendent based on data driven decision-making for all aspects of curriculum and instruction. As the district's leader for the Ohio Improvement Process, Brad worked with classroom teachers and administrators to support implementation throughout the districts. He also supervised three county curriculum</p>	

			<p>around the 3D process-Discover, Design, and Deliver. Qualifications: In addition to his current role Brad has served as a K-12 Director of Curriculum. He also serves as the lead for all Federal Programs including Title One. In addition to overseeing the district curriculum and budget, he has been the lead on a Roster Verification Grant in connection with the Gates Foundation and oversees the Race to the Top Grant. Brad holds a B.S. in Education and M.Ed. in Administration and Supervision, as well as a superintendent certificate, principal's license, and Michigan and Ohio teaching certificates.</p>		<p>consultants, an assistant curriculum director, and two support staff members, and provided input for principal evaluations. Through his work, Brad has contributed to the following district results: - Improved academic performance over the past two years by meeting 26/26 OGR indicators and testing above the ACT state average in every subject area for 2012 -Received a SOAR Award in 2011 and Hayes High School was named as a High Progress School by Battelle for Kids - District Representative and lead for the Teacher-Student Data Link funded by the Bill & Melinda Gates Foundation. This project was a five-state collaboration on developing best practice definition for "Teacher of Record" and using accountability data to increase student learning. For our participation, the district received \$50,000. -Instrumental in authoring and obtaining a 21st century grant worth \$2M over the next five years that will allow the districts to serve credit deficient and at-risk students. This grant also connects these students and their families to valuable community resources that address issues such as poverty, drug addiction, and teen pregnancy.</p>	
Paul	Craft	Superintendent, Delaware City Schools	<p>As Superintendent of the district serving as the Lead Applicant for this proposal, Paul will work alongside Brad Faust and Melissa Lee to manage the financial aspects of the project.</p>	<p>Paul was selected by the Board of Education as the Superintendent for the Delaware City Schools in June of 2010. This dynamic, diverse, and rapidly growing district is rated as an Effective School District by the state of Ohio. Paul holds a B.A. in Science Education from the University of Montana, an M.A. in Educational Leadership from the Ohio State University. He is currently completing his doctoral work (A.B.D.) in Educational Leadership with Liberty University as well as completing a master's degree in Strategic Studies with the US Army War College. He is a graduate of the U.S. Army's Engineer Officer's Basic Course, the Engineer Officer's Advanced Course, the Combined Arms Staff Service School, the Air Defense Artillery Transition Course, the</p>	<p>Paul has served as an educator, coach, department chair, Dean of Students, building level administrator, and Executive Director of Business Services for the Upper Arlington school district, and a superintendent. Concurrent to his educational career, Paul has continued to serve in different capacities with the U.S. Armed Forces. He currently holds the rank of Colonel. Colonel Craft's personal awards include the Bronze Star, the Legion of Merit, two Meritorious Service Medals, four Army Commendation Medals and several other state and federal awards.</p>	

				Command and General Staff College and is a member of the US Army War College class of 2011.		
Alea	Barker	Director of Curriculum and Instruction, Crooksville Exempted Village School District	Alea will serve on the project management team alongside the other consortium leads, BFK, and OSU. The team is responsible for setting and meeting milestones; promoting internal and external communication; and overseeing cost saving, scalability, and sustainability. She also will lead her district's implementation team around the 3D process-Discover, Design, and Deliver.	As a longtime educator in various roles, Alea has led her district through intensive literacy studies, including Reading First, focused on the five essential components of reading. She has also presented a local, regional, state and national conferences in the area of literacy program design. Qualifications include extensive experience in early literacy, including teaching, planning and leading professional development, coaching teachers, and serving on the Governor's Leadership/Literacy team; grant writing (over \$2.5M awarded); grant management (e.g., all aspects of the Reading First Ohio grant); managing budgets for school programs; managing testing across the district; maintaining contacts with the Ohio Department of Education; coordinating Intervention Assistance Team efforts; and serving as a Title I Coordinator and Teacher Incentive Fund team member. Alea holds a B.S. in Elementary Education from Ohio University, an M.A. in Curriculum and Instruction, and principal and superintendent licensures.	Alea has served as a teacher, Director of Learning, Director of Kindercare and the YMCA Childcare Center, a Battelle for Kids consultant and Collaborative Learning Practitioner, a District Value-Added Specialist, and SIRI Coordinator and Instructor.	
Cecilia	Schmidt	Senior Director of Human Capital, Battelle for Kids	Cecilia will work with the Denise Snowden and others to carry out BFK's work related to this project. Specifically, BFK will have 3 main responsibilities: design and help districts use the literacy audit, provide implementation assistance, and develop and manage the portal and network relationships.	Through her work at Battelle for Kids, as well as 35 years of experience in education in various roles in Lakota Local Schools, Cecilia has acquired a depth of knowledge of early literacy that will be an invaluable asset to this project. Qualifications include experience teaching, supporting teacher development around early literacy, and leading a comprehensive, district-wide initiative focused on early literacy. Cecilia holds a B.S. in Elementary Education and M.Ed. in Curriculum and Instruction from Wright State University.	Cecilia joined Battelle for Kids as a School Improvement Specialist in 2008. In this capacity, she conducted professional development trainings to help educators effectively use value-added analysis, formative instructional practices, and other research-based strategies and tools for school improvement. Her current role is Senior Director of Human Capital, with a focus on strategic staffing, talent management and development, cultural development and engagement and continuous improvement. Cecilia is the professional development lead for the state of Tennessee through the First to the Top contract with the Tennessee	

					<p>Department of Education. Prior to joining BFK, Cecilia served as an elementary teacher, an elementary principal, Director of Professional Development grades K-12, Executive Director of Human Resources, and Assistant Superintendent for Curriculum and Instruction grades K-8. During her tenure as an administrator in Lakota Local School District in Cincinnati, Ohio, she led a district-wide initiative focused on early literacy. A comprehensive approach was developed that included embedded professional development based on research based best practice instructional approaches. The professional development was researched, created, and presented by teachers within the district via face to face as sessions well as video-taped examples of best practice in literacy. Part of the professional development included a focus on ongoing formative assessment to drive instruction and using multiple data points to determine where the areas of strengths were and the areas of concern. As a result of these efforts, the reading scores in the district steadily improved. The teachers that created the professional development were able to bring in national experts on literacy each summer to offer a conference on effective reading and writing strategies.</p>
Judy	VanVoorhis	Senior Director of Powerful Practices, Battelle for Kids	<p>Judy will work with the Denise Snowden and others to carry out BFK's work related to this project. Specifically, BFK will have 3 main responsibilities: design and help districts use the literacy audit, provide implementation assistance, and develop and manage the portal and network relationships.</p>	<p>Judy holds a Ph.D. in Education and Child Development from the University of Akron; a M.Ed. in Special Education from Kent State University; and Elementary Principal, Assistant Superintendent, and Curriculum and Supervision certifications. Her qualifications-acquired through her work at Battelle for Kids and 36 years of experience as an educator and trainer for teachers and administrators-include experience forming district collaboratives to drive student progress, coaching teachers around research-based reading instruction, designing and leading professional development, and presenting at national and international conferences. Judy currently</p>	<p>Prior to joining Battelle for Kids in 2010, Judy's roles included classroom teacher, undergraduate and graduate teacher, teacher trainer, curriculum director, and researcher. Highlighted achievements accomplished through these roles include: - Read On, Ohio document for Ohio elementary buildings to use with Literacy Volunteers - Developed Parent Guides Grades K-6, state-wide implementation with ODE -BEST Award, 2001. Developed the Curriculum Alignment to Improve Student Achievement Project - Nationally Licensed Renewal Coach with The Leadership and Learning Center -Trained and implemented EMC2 Math Coaches for 3 districts and 44 classroom teachers. -Co-Developed & Director of ECSTI-Early Childhood Summer</p>

				<p>helps lead the BFK's work with the Ohio Appalachian Collaborative (OAC), a group of 21 school districts in Appalachian Ohio engaged in developing a comprehensive model to transform rural education and ensure all students in the region are college and career ready. She is part of a leadership team responsible for implementing the project plan for the OAC, communicating regularly with educators and other stakeholders to support project objectives, and developing a multi-modal curriculum for training districts in value-added, formative instruction, evaluation systems, change leadership, and college-career readiness.</p>	<p>Training Institute, International/national program. - Wrote 3 Early Childhood Programs for undergraduate and graduate levels by The Ohio Board of Regents and The Ohio Dept. of Education, approved and Early Education for Handicapped Children (EEHC) Masters. -Co-Designed The Early Childhood Interdisciplinary Major. Collaboration with four Departments: Business, Education, Psychology, and Sociology. Muskingum College. - Co-Designed The Masters of Arts in Education: Early Childhood Special Needs Concentration - Southeastern Ohio's Outstanding Administrator, 2010, Ohio School Board -Co-designed/direct the Elementary Mathematics Collaborative Project (EMC2) funded by district support, in-kind, and multiple grants. OU of Zanesville and Muskingum College partnered with Muskingum Valley ESC. 80+ teachers in three districts over four years in coaching and embedded professional development for K-6 mathematics.</p>	
--	--	--	--	---	---	--