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Adjusted Allocation: 0.00
Remaining: -8,950,062.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
Every Child Reads and Succeeds Model: A Transformational Process for Ensuring Literacy in K-3 Struggling Readers (ECRSM)

2. Executive summary: Please limit your responses to no more than three sentences.
The Every Child Reads and Succeeds Model (ECRSM), using the Imagine Learning software system as a tool, will be implemented in 70 elementary schools across 12 urban, suburban, and rural school districts (i.e. Dublin City Schools, Hilliard City Schools, South-Western City Schools, Jonathan Alder Local, Gahanna-Jefferson Local, Miami Valley Academies, Reynoldsburg City Schools, Athens City Schools, Pickerington, Lancaster, Licking Heights Local Schools, and the Fairfield County ESC) engaging a total of 5,391 struggling readers (including ELL students), and 688 teachers. The goal of this early-learning literacy and language initiative is to transform classroom instruction by addressing the challenges facing K-3 struggling readers, including English language learners, and their teachers with an innovative solution that will transform student, teacher and family/community engagement and behavior. The enduring value and impact of this initiative will: a) accelerate learning through strategically targeted, personalized student instruction and interventions to increase student engagement and efficacy in reading behavior; b) assist teachers in transforming their classroom instruction to include customized and cost effective learning innovations such as blended and online learning to significantly increase hours of effective instruction per child; c) increase parental communication and engagement for academic growth; and d) extend student learning time, while delivering on the promise of Ohio's 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.

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.

5391

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

5. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant
Chris Downey, Grants Manager
Organizational name of lead applicant
Educational Service Center of Central Ohio
Address of lead applicant
2080 Citygate Drive, Columbus Ohio 43219
Phone Number of lead applicant
614-445-3750
Email Address of lead applicant
chris.downey@escco.org

6. Are you submitting your application as a consortium? - Select one checkbox below
- Yes
- No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an
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

An alarming number of children in Ohio are failing to meet Ohio’s Third Grade Reading Guarantee legislation. By the age of eight or nine, students who are not reading at grade level may be on the path toward a limited educational future, with their future participation in the workforce in danger. According to KidsOhio.org, across all populations and in all 614 Ohio school districts, approximately 20% of children are unable to read at an adequate third grade level. This statistic includes not only students who are struggling to become proficient readers, but also the growing population of students for whom English is not their first language, or do not speak English at all. The data also includes students with disabilities, including those with ADD, ADHD or those identified on the Autistic spectrum. A reading deficiency has the potential to affect children throughout their educational journey, and for a lifetime. Data from the National Center for Education Statistics demonstrate that a high proportion of students who are not fluent readers by the end of third grade will drop out of school at their earliest opportunity. Without a high school diploma, it is highly unlikely that they will attain and maintain a family-sustaining job. The 5,391 target students for this project have been identified as off-track, and their traditional classroom instruction is insufficient for helping children overcome their reading challenges for a variety of reasons. First, teachers lack targeted, real-time data that is customized to assess student learning at the individual student level. Traditional methods of teaching do not allow teachers to effectively and efficiently target, with laser focus, the area(s) where each student is struggling and create appropriate interventions to help them make progress toward life-long success. Second, even with accurate data, a busy classroom teacher lacks the time to personalize instruction for up to thirty students without support.

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

The goal of this disruptive innovation, ECRSM, is to significantly improve the literacy/language skills of struggling elementary readers and English language learners by systemically embedding technology, specifically the Imagine Learning (IL) software system, into classroom instructional frameworks. The initiative makes personalized learning available for thousands of students currently without access. During the 2014-15 school year, students will experience at least 1.2 years growth as measured by Scantron Performance Series reading tests. This rate of growth will reduce the number of students not satisfactorily progressing toward meeting the Third Grade Reading Guarantee skills by a minimum 20%. This model will transform data use/review, making it a daily practice for teachers. As a student works in the system, analytics create an individualized learning path for them by personalizing instruction. More instructional time takes place at each student’s unique level, accelerating the learning curve. IL’s adaptive engine exposes students to grade-level content earlier with modifications, scaffolds, branching, and supportive feedback for teaching to their individualized needs/skill gaps in literacy/language. The system continually evaluates the students’ progress through ongoing predictive and evaluative checkpoints embedded in the engaging activities. Currently, 89 assessment checkpoints are embedded in activities and texts to evaluate students and determine their continued individual learning path. Formative and summative assessments are frequently administered and automatic in the program. Data is available for teachers in Individual and Detailed Summary Reports, and the Action Areas Tool (AAT) on demand. The software system’s new proprietary AAT helps teachers quickly identify students needing extra help, and pinpoints lacking skills in real-time. Supporting activities and texts can be printed for small-group instruction or used by students for practice at home. Mobile devices can be used to assign individualized student lessons, for active participation at home, individually or with a supportive adult. Practice adds structure to their learning beyond the school day, accelerating closure of achievement gaps. A six-session, in-person professional development series will be implemented sequentially for the 688 participating teachers to change behavior and practice. Access to IL’s eLearning Professional Development (PD) Portal will be provided to reinforce live training and stretch PD funding in the participating districts throughout the grant period, and in perpetuity. The eLearning Portal includes accountability tools to ensure teachers are learning concepts. ECRSM will accomplish three things: 1) teachers change classroom instructional practice; 2) students become more engaged, active learners inside and outside the classroom; and 3) parents/supportive adults become collaborative partners in the students’ academic success. ECRSM will fundamentally transform participating classrooms, by creating highly personalized, student-centric, productive learning environments, while providing better results at lower cost. With the implementation of IL, individualized/differentiated instruction will be the norm, saving teachers countless hours of assessment time with embedded assessments and real-time data provided by the AAT. If a district chooses to incorporate this data into a Response to Intervention (RTI) model, teachers will have the necessary data for progress monitoring at Tier II and III. This data will inform teachers of the highly individualized needs of each student and create interventions tailored to those needs. IL will help create structure after the school day by providing a substantial increase in the number of hours spent with structured, effective direct teaching for each student. It will also increase parental support through numerous progress and communication pieces available and in 15 languages.

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.)

Goal 1: K-3 students in danger of not meeting Ohio's Third Grade Reading Guarantee [MW1] (OTGRG) in participating districts/schools will demonstrate significant growth in reading and literacy skills each year of the initiative. OBJECTIVE (OBJ) 1.1: K-3 students in participating districts use IL daily 15-30 minutes to build mastery of the following: 1) skills in listening comprehension; 2) academic vocabulary, 3) phonological awareness; and 4) reading comprehension. ASSESS STRATEGY (AS) 1.1.1: K-3 students average at least 1.2 grade levels (reported at Grade Level Equivalents) growth annually in their overall reading level growth during the years they use IL as measured by Scantron Foundation and Performance Series reading assessments incorporated into the IL system. NOTE: The Ohio Achievement Assessments do not begin until 3rd grade and cannot be used to demonstrate year over year growth for K-3 students. AS 1.1.2: Teachers use transformational strategies identified in PD sessions and site planning to increase opportunities for students to gain reading and literacy skills in all content areas. These instructional strategies will include, but are not be limited to: 1) integrate daily use of educational technologies into instructional frameworks including the use of IL for students who are at risk of not passing the OTGRG; 2) use of data reports from a variety of sources, including IL, to provide small group reading interventions; 3) expanding the school-to-home to reinforce and expand skills and information students need to be successful readers; 4) participate in Professional Learning Communities (PLCs) to identify specific innovations to transform the classroom instructional model; and 5) expand opportunities for students at risk of not meeting the OTGRG to receive additional interventions to support their mastery of critical literacy skills. AS 1.2.1: Formative evaluation will survey teachers annually to identify which strategies were used and their perceived effectiveness at decreasing the number of students at risk of failing to meet the OTGRG. Goal 2: Teachers develop the necessary skills to transform their instructional practice to expand and [MW2] integrate the use of technology as an effective instructional tool and use of real-time data through effective and on-going professional development.

OBJ 2.1: Teachers will attend six interactive PD workshops between 7/1/2014 and 3/30/2015 to help them understand ways to effectively integrate educational technology into their instructional strategies and into student work. Teachers will be trained to use IL’s software-based instructional strategies including, but not limited to: 1) supplemental classroom instruction; 2) integration into the instructional day for students; 3) collect and effectively use data to transform instruction by creating individualized learning plans tailored to each student’s needs; and 4) better inform and involve parents and community in supporting student learning. OBJ 2.2: Teachers develop a yearly implementation plan for changing instructional strategies and integrating student use of technology into the instructional day. AS 2.1.1: Principals annually work with their PLCs to review, support, adapt and supervise each teacher’s implementation plan. AS 2.2: External evaluation will collect and analyze summative data, and other data gathered through formative evaluation to determine the impact of the changes in instructional strategies used by teachers on student achievement. Evaluators will analyze student achievement data gathered from the Scantron Performance and Foundation Series formative and summative assessments.

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.)

Project Outcome 2: As a result Straight A grant innovations, The Every Child Reads and Succeeds Model: A Transformational Process for Ensuring Literacy in K-3 Struggling Readers (ECRSM) consortium will reduce instructional costs by $802,387 Benchmark: By June 30, 2016, instructional costs will decrease from $961,045,215 (FY14) to $960,242,828 Short Term reductions: During FY16 the consortium anticipates the following cost reductions - Personnel costs will reduce from $559,636,962 in FY14 to $559,052,806 in FY16 - Fringe benefit will reduce from $205,607,471 in FY14 to $205,524,943 in FY16 - Purchased service cost will reduce from $128,379,116 in FY14 to $128,321,291 in FY16 - Supply costs will reduce from $29,254,919 in FY14 to $29,216,094 in FY16 - Capital outlay will reduce from $4,249,193 in FY14 to $4,438,339 in FY14 - Other costs will reduce from $33,728,408 in FY14 to $33,728,408 in FY16 By June 30, 2020, instructional costs will decrease from $961,045,215 (FY14) to $960,242,828. Long Term reductions: During FY20 the consortium anticipates the following cost reductions - Personnel costs will reduce from $559,636,962 in FY14 to $559,057,456 in FY20 - Fringe benefit will reduce from $205,607,471 in FY14 to $205,527,615 in FY20 - Purchased service cost will reduce from $128,379,116 in FY14 to $128,331,416 in FY20 - Supply costs will reduce from $29,254,919 in FY14 to $29,216,094 in FY20 - Capital outlay will reduce from $4,438,339 in FY14 to $4,381,839 in FY20 - Other costs will reduce from $33,728,408 in FY14 to $33,728,408 in FY20

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.)

Goal 5: Teachers capacity to change instructional strategies, to incorporate technology-based transformational changes, and increasing engagement levels of students who have been identified as in danger of not meeting Ohio’s Third Grade Reading Guarantee standards will be transformed because of the resources that will be infused into the classroom. OBJ 5.1: Use of IL at recommended levels throughout each year of the initiative, resulting in more time for effective, direct instruction at each student's unique level within the program. OBJ 5.2: Professional development in IL data analysis, blended learning strategies, and intervention strategies increases teacher ability to make timely, data driven instructional decisions, and maximize their ability to provide personalized intervention. OBJ 5.3: IL significantly increase student engagement in targeted meaningful learning, while allowing teachers to use time differently to intervene with students one-on-one and in small groups.

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.)

Goal 6: Provide sustainable resources for teacher and student use of technology in the classroom. OBJ 6.1: Purchase necessary hardware/software through an ESCCO joint purchasing agreement. ESCCO will order and inventory all hardware, before distributing to districts. OBJ 6.2: Purchase hardware only when one of the following options is offered: 1) a five-year service, replacement warrantee is available; or 2) a five-year "refresh" agreement provides a service/support warrantee for three years. OBJ 6.3: Design and facilitate sustainable professional development trainings and web-based resources for the consortium districts participating in this initiative. The ESCCO and Imagine Learning will work in close partnership to achieve the goals, objectives and outcomes outlined for this initiative. While
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 Consortium Budget Worksheet**

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

**Upload the Financial Impact Table**

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

**Upload the Supplemental Financial Reporting Metrics**

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 project expenditures in the budget narrative exceed the total project costs in the budget grid.

8,945,280.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total cost for the Every Child Reads and Succeeds Model: A Transformational Process for Ensuring Literacy in K-3 Struggling Readers (ECRSM) to transform classroom instruction by better addressing the challenges facing K-3 struggling readers, including those learning to speak English, and their teachers is $8,945,280. Purchased Services Grant Management - ESCCO COG: Chris Downey (.50 FTE) Salary ($28,406) + benefits ($7,477) x 5% indirect cost charge ($1,794) ($37,677) - Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

Food for meetings ($1,000) 36 devices per cart ($2,199 x 70 carts) ($153,930) - New - never before implemented

General Supplies ($1,000) 362 hours x $58/hr = $21,000 x 5% indirect cost charge. ($21,000) - Existing: Never implemented in your community school or school district but proven successful in other educational environments

Purchased Services Grant Management - ESCCO COG: Chris Downey (.50 FTE) Salary ($28,406) + benefits ($7,477) x 5% indirect cost charge ($1,794) ($37,677) - Mixed Concept: Incorporates new and existing elements

Rolling charge carts for 13 districts, 70 buildings, 688 teachers, 5,391 students. ($6,258,109) - Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

Technology Management - ESCCO COG: Chris Downey (.50 FTE) Salary ($28,406) + benefits ($7,477) x 5% indirect cost charge ($1,794) ($37,677) - New - never before implemented

Information Technology (formative evaluation, 15% external evaluation. ($738,513) - Existing: Never implemented in your community school or school district but proven successful in other educational environments

Salary ($19,643)+ benefits ($4,607) + 5% indirect cost fee ($1,213). ($25,463) - Mixed Concept: Incorporates new and existing elements

Imagine Learning Contract: Perpetual licenses, implementation costs, blended learning PD, web-based continuing education modules and support until June 30, 2020-13 districts, 70 buildings, 688 teachers, 5,391 students. ($6,258,109) - Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

Formative and External Evaluation (3 year Commitment): PAST Foundation 85% (formative evaluation, 15% external evaluation. ($738,513) - New - never before implemented

FTE) and Technology Coordination (Jennifer Haughn, .25 FTE) for Athens and Fairfield County districts. (Salaries ($52,598) + benefits ($12,098) x 5% indirect service fee ($4,735) = ($99,429) - Mixed Concept: Incorporates new and existing elements

Supplies Hardware (ipads/chromebooks): $225 allocated per student (5,391 students) to be served. Districts are required to choose devices that include an extended 5 year warranty. Devices will be ordered in bulk to maximize discount per device. ($1,212,975) - Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

Food for meetings ($1,000) General Supplies ($1,000) Capital Outlay Rolling charge carts for devices: ANTHO carts with lifetime warranty - New - never before implemented

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

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

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

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

This project has been designed to be self-sustaining. The IL licenses are perpetual lifetime license for consortium districts and the ESC. Through to 2020 professional development will be made available through webinars provided by IL free of charge to district and available 24 hours a day, 7 day a week, 365 days a year. This enables teachers to access additional training without the need to take time out of the classroom, and aligned with their personalized PD needs. Hardware purchased through the grant will be approved by the ESC only if the vendor agrees to provide an extended warranty through June 30, 2020 or 3 year warranties with device replacement in year 3 again with 3 year warranties. We have already begun to negotiate this agreement with Samsung.

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.

802,387.00 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

Project Outcome 2: As a result Straight A grant innovations, The Every Child Reads and Succeeds Model: A Transformational Process for Ensuring Literacy in K-3 Struggling Readers (ECRSM) consortium will reduce instructional costs by $802,387 Benchmark: By June 30, 2016, instructional costs will decrease from $961,045,215 (FY14) to $960,242,828 Short Term reductions: During FY16 the consortium anticipates the following cost reductions -Personnel costs will reduce from $559,636,962 in FY14 to $559,052,806 in FY16 -Fringe benefit will reduce from $205,607,471 in FY14 to $205,524,943 in FY16 -Purchased service cost will reduce from $128,379,116 in FY14 to $128,321,291 in FY16 -Supply costs will reduce from $29,254,919 in FY14 to $29,216,094 in FY16 -Capital outlay will reduce from $4,438,339 in FY14 to $4,249,193 in FY16 -Other costs will reduce from $33,728,408 in FY14 to $33,728,408 in FY16 By June 30, 2020, instructional costs will decrease from $961,045,215 (FY14) to $960,242,828. Long Term reductions: During FY20 the consortium anticipates the following cost reductions -Personnel costs will reduce from $559,636,962 in FY14 to $559,057,456 in FY20 -Fringe benefit will reduce from $205,607,471 in FY14 to $205,527,615 in FY20 -Purchased service cost will reduce from $128,379,116 in FY14 to $128,331,416 in FY20 -Supply costs will reduce from $29,254,919 in FY14 to $29,216,094 in FY20 -Capital outlay will reduce from $4,438,339 in FY14 to $4,381,839 in FY20 -Other costs will reduce from $33,728,408 in FY14 to $33,728,408 in FY20

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

All Straight A Fund grants project 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.

To make this initiative self-sustaining, the following strategies are in place: 1) perpetual student licenses will make the software available in perpetuity, with no additional software licensing costs in future years; 2) perpetual licenses come with one year of technical support and software updates. Also included is a five-year package of support and updates that extends these services through the entire grant period; 3) no ongoing PD costs will be required due to the implementation of an e-Learning Professional Development portal and digital training support provided by IL; and 4) no indirect costs are required as related to PD due to the online support provided by IL. All computer hardware
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 and in 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 February 2014-September 2014

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

Even before the passage of the OTGRG, the ESCCO has been engaged in work to improve literacy for students who are struggling to succeed with literacy and language. The ESCCO agreed to serve as lead applicant for this initiative because we believe in the IL software system. There was enthusiastic interest from districts to form a consortium, allowing them to leverage the existing evidence of student growth at the individual building level. Focused brainstorming and conversations have resulted in a plan to integrate IL as part of a comprehensive blended learning model. This model will: 1) increase customization and personalization for students; 2) provide extended learning opportunities; 3) increase student engagement; and 4) build the capacity of teachers and schools to close achievement gaps. The goal is to transform learning experiences and outcomes for struggling students K-3. Planning and design of this initiative was led jointly by the Dr. Marie Ward of the ESCCO in collaboration with consortium districts who have engaged in weekly planning sessions to craft this proposal. Planning Milestones: July 2014 - ESCCO and IL team convene consortium members to review terms of the initiative and launch implementation plans. By August 2014: 1) ESCCO identifies hardware vendors; 2) hardware needs for each participant will be determined and a shared purchasing agreement initiated; and 3) review district schedules for coordination of implementation and training dates. Upon funding notification-ESCCO will unpack grant, review budget, make revisions as needed, and create a Gantt chart to delineate deliverables and monitor progress. IL will orchestrate logistics to ensure trainers are available and ready to be deployed. IL will begin planning to develop new web-based teacher modules aligned to the ECRSM needs. September 2014: Finalize plans with external evaluators.

* Anticipated barriers to successful completion of the planning phase

Barriers/Reasonable Solutions: Barrier: Multiple sites request training the same day. Solution: Imagine Learning has agreed to bring extra trainers to Ohio as needed, at no additional charge, beyond the regular training. Barrier: New hardware not ready in time for software installation. Solution: Imagine Learning will: 1) install program on network, 2) ready existing hardware; and 3) train district technology staff how to configure new hardware when available.

18. Implementation - Process to achieve project goals

* Date Range September 2014-June 2015

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

In partnership with consortium members, the ESCCO assumes the following roles: 1) grant coordination/administration; 2) shared services/purchase agreements; 3) coordination of PD; and 4) train-the-trainers to support teacher growth, coupled with IL's e-Learning PD portal. Milestones: August 2014 - Sept. 2015 - A six-part comprehensive PD/training plan will be implemented. The plan includes a combination of 1) in-person trainings facilitated by national speakers training on transformational technology. 2) Imagine Learning implementation training with train-the-trainer coaching, and 3) access to IL's eLearning PD Portal for on demand training. Interim Measure: PD participants tracked, and feedback collected after each session. Interim Measure: PD savings tracked. By Sept. 1, 2014 - Hardware ready for installation. By Sept 30, 2014 - Imagine Learning perpetual licenses installed October 2014 - Students begin using the IL program. November 2014 - First IL usage reports delivered to teachers and administrators. Through June 30, 2019 - IL to provide all-inclusive support services/upgrades to the ESCCO and all consortium members. ESCCO personnel, in partnership with IL representatives Jennifer Hummer and Eric Keefer will facilitate frequent in-person meetings, conference calls, virtual meetings, and electronic communication to assist consortium members.
**19. Summative Evaluation - Plans to analyze the results of the project**

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

Every six weeks beginning in October 2014 - May 2015, students take the Scantron Performance series reading test, which is embedded in the IL program. Administrators will use the results for both formative and summative assessment of the program. Assessments given will provide national score scales and national grade level equivalents used for the summative assessment of student growth in reading and the sub-tests of vocabulary and comprehension. Anticipated outcomes are for students to achieve at last 1.2 years growth overall and on each sub-test. Benchmark: School principals will review Imagine Learning usage report monthly to confirm students are receiving appropriate time on program for their grade level. Benchmark: State data will be reviewed annually to determine the percentage of students meeting or on track to meet the 3rd Grade Reading Guarantee. Benchmark: At end of each school year, teacher surveys will be gathered and reviewed/focus group feedback analyzed to measure teachers' progress on implementing three new technology-based instructional strategies. The External Evaluator Interim Reports will include project-generated summative data and will be submitted to the Project Implementation Team/IL at regular intervals based on implementation activities and timelines. The final Evaluation Report will be issued 60 days following the completion of the grant implementation period. Final grant reports will be prepared and submitted to ODE.

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

Barrier: Low participation by focus groups and surveys conducted during data collection in Year One. Strong indicators of the direct effects in the classroom on learning and teaching. Solution: With this large consortium, this risk of inadequate data is much lower. It is likely we will have an ample number of participants with 688 teachers participating, 70 schools with administrators, and 5,391 students.

**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:**

Instructional Changes: All 12 districts/schools participating in this initiative will institutionalize this model changing the way early elementary students acquire literacy and language skills to achieve lifelong success. By the end of the 5-year grant period each district participating in the initiative will reduce the percentage of students who do not meet the 3rd Grade Reading Guarantee standards by 90%. This proven system will be embedded to strengthen instructional tools for early learners. It will transform the way data is tracked, making real-time data review a daily practice for classroom teachers in a way that is efficient and effective. The IL system ensures the creation of an individualized learning path for each child focused on more time and direct instruction at each student's unique level. For individual students, the IL system will foster more interaction during learning time. They will become more actively engaged in the classroom and in a rich multi-media, fun, effective and portable learning process. Students will receive individualized instruction on a daily basis, accelerating their individual level of academic achievement. English language learners will receive early language support in the classroom through the IL software. For teachers, the IL system will provide teachers with an average of 30 minutes per day for additional quality instruction. The tools and analytics built into the IL system will allow classroom teachers to work more efficiently and strategically with students, as they will spend less time manually monitoring student progress with consistent, quantifiable data. With the AAT, teachers will make precise use of their small group and one-on-one instruction time, providing the customized assistance that students need. Additionally, building administrators and data teams will have actionable data at their fingertips for monitoring formative and summative student achievement. Parents or other supportive adults will be able to support students through individualized extension activities in meaningful, customized lessons beyond the school day. Teachers will be able to provide parents with specific information about the ways they can support students' learning and growth at home. Teachers can generate reports to help explain a student's academic progress for parents from the IL software and in 15 languages. In short, IL will produce real-time, actionable data that changes teachers' instructional practices for struggling readers. Organizational Changes: All participating districts will further solidify their commitment to change and efficiency by participating in a shared services model spear-headed by the ESCCO for hardware purchases and delivery of professional development activities across all participating districts. The shared model for delivering PD training across districts will result in a new model of helping teachers continuously refine their instructional practices. The Train-the-Trainer model will save districts money on training. The e-learning PD Portal will decrease costs of annual PD training. Changes implemented as a result of this initiative with IL will be sustained throughout the grant period and beyond by the use and renewal of perpetual student licenses in each school.

**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
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.

Imagine Learning is a research based language and literacy program designed specifically to meet the needs of students learning to master English and who are struggling to become proficient readers. The program was developed, revised and expanded based on the research and writings of Marzano, Allington & Baker, Denton, Hall and others who have done extensive research in the area of reading instruction. As a result, IL is based on 3 commonalities of the research: (1) scientifically based instruction; (2) on-going student assessment; and (3) family involvement. Under those 3 categories IL teaches essential language and literacy skills, differentiates both the curriculum and instruction based on individual student needs, provides explicit instruction and allows opportunities for practice, application and work with meaningful text. All five essential components of reading (National Reading Panel, 2000) are addressed in the program: 1. Phonological awareness: Students develop phonological awareness by engaging in rhyming, segmentation, and blending activities. 2. Word Recognition: Students learn letter sounds, enabling them to decode orthographically regular words through letter-sound correspondences, blending sounds, reading and identifying sight words. 3. Fluency: Students develop fluency by first echoing a model with controlled text and then reading independently with more natural text and in so doing improve expression, pronunciation, and speed. 4. Vocabulary: Students learn the meanings of more than 600 academic words ensuring that they can both decode and understand reading books. The words are taught in context so they can use them to not only fluently read text but extend their understanding of the content. 5. Comprehension: Students receive explicit instruction in the areas of comprehension including literal comprehension, recognizing essential elements and the main idea and higher level skills analysis and extension The curriculum is adaptive and individualized to student needs and instruction is scaffolded as needed to provide grade level appropriate curriculum at the learning level of the student. Language support in 15 languages is provided as needed to engage and reinforce instruction. Together these strategies provide a supplemental instructional program that supports and enhances teacher directed instruction. But, does the program support student learning? Formal and informal research demonstrates that it does. An independently evaluated study of 12 schools in Palmdale, CA (2013) provided statistically significant results showing that students using Imagine Learning gained 56% more reading skills than did a similar group who did not use the program as measured by the Scantron Performance Series reading test. What is more important is that these results were with students who represented a variety of levels of English language proficiency and reading levels. In more informal assessments of student progress in reading, a review of two school districts in Ohio was undertaken. Imagine Learning performance data was collected from both the Gahanna-Jefferson City and Hilliard City School Districts for the period of Aug. 2013 to Mar. 2014 to determine student growth in literacy skills. Data was only collected for students who used the program for at least 30 hours, IL’s recommended minimum annual usage. These students showed increased gains over the expected year for year growth. In the Gahanna-Jefferson City School District students using IL averaged 1.89 years growth in their reading level in the first seven months of the year. This significant finding is being replicated in the Hilliard School District where students who used IL for at least 30 hours gained 1.25 years growth in that same time period. These results have been replicated across the country where students use the program in 48 states.

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.

Contact Information for Evaluators: Formative Evaluator: Dr. Monica Hunter PAST Foundation Unique identifier (IRN/Fed Tax ID): 31-1694479 003 Kinnear Rd., Columbus, OH 43212 614-340-1204 mhunter@pastfoundation.org External Evaluator: Kate Harkin Need organization name: Harkin Consulting Services (HCS) (IRN/Fed Tax ID): 35-236-4153 123 E Whittier St., Columbus OH 43206 614-886-9084 kateharkinohio@gmail.com The PAST Foundation will conduct external project evaluation, engaging the Knowledge Capture Team directed by Dr. Monica Hunter. The overall evaluation plan of the ECRSM will embed formative evaluation throughout implementation, providing interim reporting for external evaluation, as well as to provide the project implementation team with real time assessments that can inform modification of implementation strategies to support attaining grant outcomes consistent with the ECRSM proposed goals and objectives. This approach is intended to aid the ECRSM implementation team in determining the most effective modifications to apply during the course of the grant, as well as regularly conduct external evaluation to assess the fidelity of the ECRSM to the proposed project’s goals and objectives. The final external evaluation report will incorporate the interim reports and review of evidence of change and impact based on project benchmarks, generated summative data, and other project milestones identified in the ECRSM proposal. The information garnered from the formative and external evaluation will be shared through a published report available online digitally and through presentations at professional meetings for applied research and evaluation.

* 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 methodology applied by the Knowledge Capture evaluation team will incorporate a mixed-methods approach, combining both qualitative and quantitative assessments. Formative evaluation will combine key informant interviews, structured observation, and focus groups to capture the views of the implementation team, school administrators, and teachers, to identify the range of enabling strategies and constraints occurring across the participating school districts. Pre- and post-surveys will be employed with K-3 teachers to track change over time toward implementation goals. Monitoring the ongoing processes of planning and implementation will also be tracked by structured observation of critical implementation activities. All observations and findings will be documented and submitted as interim reports to the
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 ECRSM will ensure that children served by this consortium will be able to read at grade-level by the end of third grade. Reading proficiency is critical for lifelong success. Data reveals that: 1) children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient reader; 2) a high proportion of students who are not fluent readers by the end of third grade will drop out of school at their earliest opportunity, with many will never earning a diploma; and 3) without a high school diploma, it is highly unlikely that the children will attain and maintain a family-sustaining job. The IL software system will provide multiple opportunities for students to practice and develop skills within deficit areas, and increase the rate of skill acquisition for closing learning gaps. By implementing this model, teachers will have the training and tools necessary to transform the classroom by successfully integrating technology to the fullest extent. Teachers will have the ability to differentiate instruction at a deeper level than is possible without the IL software. The result will significantly reduce the percentage of students who do not meet Ohio's Third Grade Reading Guarantee standards by 90% by the end of the grant period. IL will enable teachers to quickly identify students who need intervention by pinpointing each student's unique unmastered skills using real-time data for immediate intervention. This data is accessed in the user friendly format of IL's Action Learning PD Portal which also provides links to interventions in the program the teacher can assign for additional practice and to the Common Core State Standards linked to that particular skill. Teachers will report an average of thirty minutes per day of increased individualized instruction/intervention time with struggling readers. Implementation of new/modified teaching strategies will impact classrooms for years to come. Perpetual licenses negotiated by the ESCCO for participating districts/schools equates will result in total savings of more than $1.8 million dollars over a 10-year period in comparison to the purchase of annual licenses. Districts and schools who are members of this consortium will continue use of IL long after the grant period ends. Perpetual student licenses, along with ongoing upgrades to the software will ensure access to this proven technology-based system. The e-Learning PD Portal will remain in place with updated content for their use. At the end of the day, lasting impact will be seen in the children who have, or are in danger of, getting off-track and falling behind in their language and literacy skills. This initiative is committed to putting them on the path to life-long success; students like, Seleny. Seleny was a struggling reader until Imagine Learning helped her advance two reading proficiency levels in only one year. After two years of using IL, Seleny's state reading assessment score increased by 31%. The only difference to Seleny's instruction was the implementation and utilization of IL as a tool. This initiative guarantees students will receive an individualized, literacy-focused learning path to success in school and life. Every Child Reads and Succeeds Model: A Transformational Process for Ensuring Literacy in K-3 Struggling Readers (ECRSM) will can the trajectory of future success for any child.

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

Student Achievement: Goal 1 OUTCOME/BENCHMARK: By the end of the 5-year grant period each district participating in the grant will reduce the 2014 percentage of students who do not meet the 3rd Grade Reading Guarantee standards by 90%. Student Achievement: Goal 2 OUTCOME/BENCHMARK: By the end of the 5-year grant period teachers participating in the initiative will have successfully implemented at least three new, technology-based instructional strategies, giving struggling students additional opportunities to become successful readers.

Spending Reduction in the Five-Year Fiscal Forecast: Goal 3 OUTCOME/BENCHMARK: Perpetual licenses negotiated by the ESCCO for participating districts/schools equates will result in total savings of more than $1.8 million dollars over a 10-year period in comparison to the purchase of annual licenses. OUTCOME/BENCHMARK: No indirect costs will be required for PD services due to web-based support provided by IL.

* Spending Reduction in the five-year fiscal forecast

OUTCOME/BENCHMARK: Professional development trainings, webinars, and materials are provided and shared among consortium members, eliminating the need for contracting these services. Anticipated total cost savings are approx. $1.5 million over the 5-year grant period. OUTCOME/BENCHMARK: At least one day of coaching support provided by IL’s Educational Support Consultants.

* Utilization of a greater share of resources in the classroom

OUTCOME/BENCHMARK: Student engagement will be measured by the increase in frequency with which they engage in academic conversation with adults and peers as measured by teacher and student surveys. OUTCOME/BENCHMARK: Teachers report an average of...
25. Is this project able to be replicated in other districts in Ohio?

- Yes
- No

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

* Explain your response

This model is 100% replicable for districts across Ohio and the United States. The Imagine Learning (IL) system is currently being used in several large Ohio school districts, including Cincinnati Public Schools and Cleveland Municipal School District, as well as in multiple states with great success. Data collected from this SAF initiative will be used to scale up the use and success in districts who want to implement this system to help struggling readers succeed. Chris Downey from the ESCO, and Dr. Marie Ward from the Fairfield County ESC will be available to consult with any district choosing to replicate this model. Consortium members will serve as mentors and trainers, share implementation plans and progress reports with new Ohio districts. In addition, interested parties will be welcomed to visit consortium districts/schools to observe the implementation of the Every Child Reads, Every Child Succeed Model. The IL e-Learning Professional Development Portal will allow districts to train staff on effectively using the new system with minimal financial investment. IL has an aggressive customer service support system including live support agents who answer questions immediately. Emails and after-hour messages are answered within one business day. IL regional consultants Jennifer Hummer and Eric Keefer are available to consult with all districts in Ohio.

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).

Yes, on behalf of this consortium lead by the ESC of Central Ohio, and including the following 13 participating districts and schools: Hilliard City Schools, Dublin City Schools, Southwestern City Schools, Jonathan Alder Local Schools, Gahanna Jefferson Public Schools, Miami Valley Academies, Reynoldsburg City Schools, Athens Local Schools, Pickerington Local Schools, Lancaster City Schools, Fairfield County ESC, and Licking Heights Local Schools, we agree to abide by the terms and conditions set forth for applying and receiving Straight A Funds. Dr. Tom Goodney, Educational Service Center of Central Ohio Superintendent. 4/16/14
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## Partnerships

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## Implementation Team

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<tbody>
<tr>
<td>Chris</td>
<td>Downey</td>
<td>ESCCO Grant Manager</td>
<td>Chris Downey, ESC of Central Ohio Grants Manager will serve as the grant's project manager. Chris will lead the unpacking of the grant, develop the Gantt Chard to monitor progress, and ensure fiscal, pragmatic, and reporting deliverables are met.</td>
<td>M.S. From OSU's John Glenn Institute</td>
<td>Chris has served as the ESC’s grants manager since July 2009, with responsibilities encompassing both grant writing and providing project management for several of the agency's grant-funded programs. Since January 2014, he has also been assisting Reynoldsburg City Schools with the implementation its first round Straight A Fund award.</td>
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<td>Jill</td>
<td>Reinhart</td>
<td>Literacy/English Language Learning- Dublin CS</td>
<td>Will coordinate SAF grant implementation Dublin City Schools.</td>
<td>M.S. in Education</td>
<td>Coordinates K-12 Language Arts encompassing Early Literacy Intervention for Kindergarten (ELI), Elementary Reading Recovery &amp; Support, and K-12 English Language Learning Program</td>
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<td>Teresa</td>
<td>Smith</td>
<td>Principal of Herbert Mills Elementary School</td>
<td>Will oversee SAF implementation for Herbert Mills Elementary School, Reynoldsburg City</td>
<td>M.S. in Education</td>
<td>Building leader responsible for instructional practices, safety, and budget efficiency.</td>
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<td>Sharon</td>
<td>Caccimelio</td>
<td>Director of Teaching and Learning</td>
<td>Will coordinate SAF grant implementation for Pickerington Local Schools.</td>
<td>M.S. Degree</td>
<td>Responsible for curriculum and instruction of students in grades K-6. Manages a RttT grant. Former K-4 building principal.</td>
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<td>Dr. Misty</td>
<td>Swanger</td>
<td>Director of Curriculum and Instruction</td>
<td>Will coordinate SAF grant implementation for Jonathan Alder Local Schools. Oversees all</td>
<td>Ph.D.</td>
<td>Oversees all aspects of curriculum design/instruction. Teaches PD courses for university credit. Presents for educational conferences. Research interests include: student engagement, and executive functioning and student achievement.</td>
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<td>Alan</td>
<td>Hutchinson</td>
<td>ESCCO Treasurer</td>
<td>Serve as treasurer for the project.</td>
<td>Alan holds a Master's Degree in Education Finance from Ashland University and a Bachelor of Science in Accounting and Finance from Milligan College.</td>
<td>Alan Hutchinson has more than 20 years of experience as a school finance administrator. He is currently treasurer for the ESC of Central Ohio. Serving as a treasurer for the Lakota, Southwestern and Whitehall school districts, he successfully managed district budgets in excess of $200 million, participated in the passage of numerous bond issues and led Lakota in becoming the first district in Ohio to self-fund its Workers Compensation program, resulting in substantial savings.</td>
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<td>Dr. Marc</td>
<td>Lieberman</td>
<td>Imagine Learning, Chief Academic Officer</td>
<td>marc will lead IL's work as key partner for SAF Initiative</td>
<td>40-yr. veteran of the public education.</td>
<td>Extensive experience successfully restructuring failing schools and increasing student literacy. Expert in assessment and evaluation, and recognized work in PD programs</td>
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<td>Heather</td>
<td>O'Bannon</td>
<td>Director- West</td>
<td>Will coordinate SAF</td>
<td>Specialty is creating</td>
<td>Currently manages a 21st CCLC grant,</td>
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<td>Name</td>
<td>Title</td>
<td>Experience/Responsibilities</td>
<td>Education/Professional Experience</td>
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<tr>
<td>Tom Parsons</td>
<td>Director-Curriculum and Development &amp; Federal Programs</td>
<td>Will coordinate SAF grant implementation for Athens City Schools. Experienced Educator Manages all federal grants, (IA, Subaward A, IIa, III, IVB, and VI B Rural), and all state and private grants for the district. Internal district facilitator for OIP, and oversees the educator licensure and PD programs.</td>
<td>12 years experience as director specializing in ELL</td>
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<td>Brian Seymour</td>
<td>Instructional Advisor in Teaching and Learning</td>
<td>Will assist with SAF grant implementation for Pickerington Local School District. Experience implementing large scale district-level initiatives. Coordinator of the Pathways to Prosperity Straight A Innovation Grant for Pickerington. Responsible for integrating instructional technology in classrooms and supporting teachers in using technology to improve student achievement/growth.</td>
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<td>Angel King</td>
<td>Director, Curriculum and Instruction</td>
<td>Will coordinate SAF grant implementation for Licking Heights Schools. Master's of Education Former Curriculum Supervisor/School Improvement Facilitator for Athens Meigs ESC and SST 16. Served as the Federal Programs and Special Education Coordinator, Race to the Top, and High Schools That Work Coordinator at Sciotoville Community Schools.</td>
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<td>Alex Jones</td>
<td>ELL/PD Instructional Leader for Hilliard CS</td>
<td>Will coordinate SAF grant implementation for Southwestern City Schools. Master's in Education Assists ESL and building staff in planning and organizing instructional programs to meet the needs of LEP students. Assists in ESL curriculum design and facilitates the implementation of the ESL Course of Study for all grade levels. Helps with computer-assisted instructional programs, and data collection/analysis relating to student achievement.</td>
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<td>Sharon Esswein</td>
<td>ELL/PD Instructional Leader for Hilliard CS</td>
<td>Coordinate SAF grant implementation for Hilliard City Schools. Holds MA in elem. education and literacy coord. certification, from OSU. National Board Certification in 1999 More than 30 years in education. Previously served as literacy coordinator/classroom teacher.</td>
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<td>Jenny Moeller</td>
<td>K-8 Curriculum Director</td>
<td>Will coordinate SAF grant implementation for Miami Valley Academies K-8. Achieves the district's educational goals through curriculum development, high-quality instruction, and district-wide planning. Works with the K-3 teachers to strengthen Tier I Literacy instruction. Previously provided PD on curriculum development to teachers on HQT days. Consulted in many districts focusing on district PD planning, while coaching in curriculum, assessment, and instruction.</td>
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<td>Nathan Hale</td>
<td>Director of Human Resources</td>
<td>Will coordinate SAF grant implementation for Lancaster City Schools. Oversees all personnel (Certified and Classified) and assists with coordination of academic programming. Previous elem. principal for 12 years. Written and implemented multiple grants for the district including: 21st Century Community Learning Center, Early Literacy, REMS, Beginning Principal Mentoring and Technology Innovation.</td>
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<td>Dr. Marie Ward</td>
<td>Fairfield County ESC</td>
<td>Will coordinate SAF grant implementation for Ph.D. from The Ohio State University-Manages millions of dollars annually in grants and contracts for related</td>
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<td>Name</td>
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<td>Education Experience</td>
<td>Key Initiatives</td>
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<td>Beth Spieth</td>
<td>Exec. Director of Secondary Education- GJCS</td>
<td>Will coordinate SAF grant implementation for Gahanna-Jefferson City Schools</td>
<td>Eight years, focusing on the development of systematic K-12 literacy implementation practices that emphasize differentiated instruction for ELL and at-risk students</td>
<td>Formerly Exec. Dir. of K-12 Curriculum</td>
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Superintendent (August 2014) Fairfield County ESC Educational Services and Research initiaties - Franklin Co. Refugee School Impact Grant, Early Learning and Reading Readiness grant, and Ohio Reading Corps. More than 20 years’ experience in grant management, project development, and program evaluation. Prior position as Assistant Superintendent and Director of Grants Management.