

Budget

ESC of Cuyahoga County (046532) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (46)

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
<b>Instruction</b>		0.00	0.00	12,069,695.00	0.00	0.00	0.00	12,069,695.00
<b>Support Services</b>		0.00	0.00	316,520.88	0.00	0.00	0.00	316,520.88
<b>Governance/Admin</b>		120,000.00	42,000.00	0.00	0.00	0.00	419,120.58	581,120.58
<b>Prof Development</b>		0.00	0.00	1,397,470.00	0.00	0.00	0.00	1,397,470.00
<b>Family/Community</b>		0.00	0.00	25,000.00	0.00	0.00	0.00	25,000.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		120,000.00	42,000.00	13,808,685.88	0.00	0.00	419,120.58	14,389,806.46
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-14,389,806.46

Application

ESC of Cuyahoga County (046532) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (46)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
A Regional Blended-Learning Approach for a Comprehensive K-3 Literacy and Reading Support System

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

The Educational Service Center of Cuyahoga County (ESC-CC) leads a consortium of 13 public school districts, literacy experts, university faculty and researchers, myriad resource and service providers, families and caregivers, and community representatives in a holistic systemic response to the clear need to improve literacy in the K-3 student population, and particularly for a high percentage of at-risk students in our Northeast Ohio districts. This consortium proposes a shared services solution that responds to identified common needs and gaps in services, that uses traditional, virtual, blended and innovative methods, and that will result in greater efficiencies of time, human and material resources, instructional, technical, and financial resources and services, but most importantly, that will engage a broad motivated constituency to support crucial literacy achievement for the future success of all students.

*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.*

17197 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 type="checkbox"/> 4                       |
| <input 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  
Jennifer Dodd

Organizational name of lead applicant  
ESC of Cuyahoga County

Address of lead applicant  
6393 Oak Tree Blvd., Independence, OH 44131

Phone Number of lead applicant  
216-901-4240

Email Address of lead applicant  
jennifer.dodd@esc-cc.org

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes  
 No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

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

Reading, the foundation of all learning, is impacted by complex cognitive, affective, and socioeconomic factors that support or impede early language acquisition and literacy in children. In turn, such factors support or impede the processes, skills, and dispositions for school readiness and reading skills growth. According to Ohio's Kindergarten Readiness Assessment for Literacy (KRA-L) data, 60% of students from low socioeconomic districts in Cuyahoga County need targeted or intensive literacy intervention, with only 40% ready for enrichment; in districts with students of higher socioeconomic status, 63% of students rank ready for enrichment, yet 37% of those entering kindergarten require targeted or intensive literacy intervention. Those at risk for reading difficulties need effective interventions as soon as it is apparent that they lag behind in skills development or knowledge critical for reading growth. Such students may require 3 or 4 times the instruction as on-track students to achieve grade-level reading. Those not reading on track at end of third grade likely will have trouble learning in all classroom subjects in higher grades. In response, Ohio has introduced the Third Grade Reading Guarantee (TGRG) to ensure that students identified as behind in K-3 reading will get appropriate interventions from their districts to achieve reading success by end of grade 3. With few exceptions, students must meet the minimum score on the state reading test to move to fourth grade. Given the number of students and diversity of student needs, our districts are limited in their capacities to serve the individualized needs of all students, especially those at-risk and in need of intensive literacy interventions. Yet, delaying interventions ultimately requires more resources with less effective outcomes. Thus, districts seek more efficient responses and ways to provide personalized literacy instruction and interventions for K-3 learners through a shared services approach.

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

Cuyahoga County districts serve the needs of all students, but they have many students with Individualized Education Plans (IEPs), Reading Improvement Monitoring Plans (RIMPs), and English Language Learners (ELLs) requiring differentiated education and needing qualified teachers trained to serve the student populations. Thus, the Educational Service Center of Cuyahoga County (ESC-CC) leads a consortium of 13 public school districts to develop a replicable regional model of cost-efficient shared resources to improve K-3 literacy and reading outcomes not only for TGRG but for overall academic success, and ultimately career and college readiness. We propose a Regional K-3 Literacy Center serving students, teachers, and parents with threefold foci addressing 1) academic content, assessment tools and supplemental resources to support teaching, student learning, and effective interventions in an online cloud-based Student Learning Center (SLC); 2) professional development for educators and administrators based on literacy research and with guided practice in strategies for improving literacy and reading skills offered through the project's Professional Development Center (PDC); and 3) family and community engagement via communications, clinical and behavioral screenings, focused reading interventions, and practices for positive literacy and reading progress outside regular school time via the Family and Community Learning Center (FCLC). This wrap-around literacy and reading support system incorporates services offered in-person or via applicable technologies (online, video, web, wireless, internet, telephone, hybrid, blended learning) by the ESC's partners and resource providers serving needs of the whole child. Components include: 1) SLC: The educational object repository resides on a Learning Management System (LMS) platform with discipline-specific K-3 curricular content and assessment modules that can be integrated with existing LMS systems used in districts, such as Thinkgate or ilearn; screening for skills and competencies to enhance differentiated instruction for creation of Personalized Learning Plans (PLPs) that are populated and updated from district data systems and integrated automatically with students' IEPs, RIMPs and for ELLs; targeted supplemental instruction using synchronous or asynchronous personalized instruction with accommodations for students with disabilities; facilitation of student data transfer within and across districts supporting student mobility; accessible anywhere or anytime from any device by anyone with permissions. 2) PDC: Coordinated by the ESC in partnership with literacy experts and universities, topics address content, assessment, interventions and strategies; offers professional development (PD) via traditional, online, blended, and innovative formats. Keystone Literacy experts trained in child brain research will conduct initial student literacy audits to identify and recommend appropriate training for district literacy teams using a tiered approach. Blended learning modules and blueprints for literacy-focused course instruction will be developed in cooperation with faculty and literacy experts for inclusion in the PDC. Cleveland State University's (CSU) Center for Assessment will guide districts' strategic planning for K-3 literacy practices and assessments. INFOhio and the Cuyahoga County Public Library will provide literacy, curriculum, and resources support for the PDC. Districts will identify additional areas of need for targeted K-3 literacy education and training. 3) FCLC: Focuses on strategies from professional educators and clinicians with multidisciplinary expertise to improve literacy and reading out of school time. Clinical screenings, specialized resources, remedial activities, and positive behavior strategies focus on children with identified speech and language needs using e-learning, media streaming, and innovative telepractice engaging parents as partners.

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.)

Student achievement in K-3 literacy and reading is measured using ODE-approved K-3 literacy guidelines and assessments. KRA-L data show district percentages of kindergarten students falling within bands 1 (assess broadly for intense instruction), 2 (assess for targeted instruction) and 3 (assess for enriched instruction). ODE-approved diagnostic tests administered in fall and spring for each K-3 grade level measure student status from not-on-track to on-track. The new K-3 Literacy Measure, to be reported on Ohio's A-F Report Card in 2014, shows how well districts are helping those reading below grade level to improve. For this project, each district will review KRA-L data, conduct grade-level diagnostics fall and spring, evaluate and report reading assessment data, and conduct a research-based literacy audit targeted to bands and status levels to identify appropriate interventions, educational materials, and resources for differentiated instruction for students on-track, gifted, special needs, and those identified with IEPs, RIMPs, or English Language Learners (ELLs). Districts anticipate improvement for students at band and status levels 1 and 2 in K-3 between fall to spring reading 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.)

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.)

This consortium is a collaborative model for selection, purchase, and development of high quality resources and services for focused K-3 literacy education, PD, and family support services. It is a holistic approach to services, delivered via traditional means in classrooms, via a cloud-based virtual literacy center, and with realtime clinical and behavioral strategies for families via their personal devices. Design responds to districts' time, personnel, resources, facilities, and fiscal constraints to implement TGRG. The project's virtual components can be accessed anytime/anywhere and shared by administrators, teachers, students, and families. Much time and effort expended in individual districts for tasks related to literacy instruction, assessment, resources selection, staff training, professional development, technology services, data acquisition, targeted interventions, strategies, and communications with families are similar in scope. Collaborative solutions to common administrative functions, purchases, and content needs reduce duplication saving staff time and costs. Online blended learning and resources for K-3 literacy instruction is innovative; the consortium's joint development of content, assessment, and PD modules for the virtual center are cost- and time-saving. This joint project releases a greater share of scarce resources back to individual districts to enhance classroom teaching and learning.

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.)

The shared services model increases grantee capacity and infrastructure for efficiency and innovation. The ESC is the lead for project management and fiscal agency, yet districts maintain decision-making autonomy opting for services based on their needs. ESC administration and fiscal agency help districts maximize efficiencies and cost savings for purchasing programs and services at discounted rates. Services developed for the Regional K-3 Literacy Center, hosted centrally by the ESC, include a shared cloud-based LMS platform to integrate with existing district systems offering a virtual object repository with digitized content. Virtual shared elements of a centralized repository save textbook and photocopy costs; replace handwritten data recording with technology-enhanced input and evaluation tools; and cut down on duplicated efforts for district staff committed to tasks for administration, instruction, assessments, gathering resources and materials, facilities use, and communications that can be refocused on delivery of literacy instruction. As administrative functions are cut in districts, it increases time devoted to staff, students, and family engagement. Over time, the shared services model of deliverables reduces redundant spending in districts while providing enhanced resources.

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 Educational Service Center (ESC) of Cuyahoga County is the lead applicant within the K-3 Blended Learning Consortium. ESC's do not have an Ohio Dept. of Education Report Card for 2012-13 and do not directly enroll students in which a per pupil savings could be calculated for the ESC of Cuyahoga County. Across the Consortium, current, conservative estimates demonstrate a total savings across the grant years plus five of \$3,329,980 across a population of 17,197 K-3 students. This would show an average per pupil savings of \$194 per student. As outline in the response to question 14, these savings are estimates due to the fact that districts will be able to verify additional savings and increased efficiencies during the development of the integrated system for K-3 blended learning, assessment, professional development and intervention. During this time, districts will have a better sense of what purchased services can be replaced and what changes would occur to personnel or intervention time.

*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.*

14,389,806.46 State the total project cost.

\* Provide a brief narrative explanation of the overall budget.

Scorer note: for your convenience we provided an additional tab on the Financial Impact Tables detailing costs. We felt the depth of the project needed an accurate description and spreadsheet. The Educational Service Center (ESC) of Cuyahoga County is the lead applicant for the D3 Initiative and will provide project coordination and fiscal management across the broad scope of the project for consortium ESCs and districts with the support of project partners. To achieve this, the budget for the ESC of Cuyahoga County includes salary and benefit costs for the Director of Operations and Development, as well as administrative and fiscal support. In addition, the ESC of Cuyahoga County will provide funding to districts for stipends to teachers involved in the planning and development, as well as substitutes. The administrative fee includes additional indirect costs to implement the grant project, as well as meeting and facility expenses that may occur as a result of regional trainings held at the ESC of Cuyahoga County and partner ESCs. Other partner expenditures are presented as follows: Consortium Districts - allocations at \$250/per pupil for technology needs required to implement new integrated, blended-learning system. Kids Uncomplicated - serving as the lead partner for the development of the integrated K-3 blended learning system that includes a Student Learning Center, Professional Development Center, and Family Learning Center, KU costs include personnel and technology costs for internal development, as well as costs to additional contractors for specific elements of the development and integration. Cleveland State University - serving as the external evaluator, costs for CSU include evaluation instrument development and personnel time. CSU also includes costs for the district Literacy Assessments and additional professional development content for the blended learning Professional Development Center Ashland University - Ashland University costs include professional development module content, as well as survey instruments for measuring family engagement. Keystone Literacy - Costs include development and training for professional development in K-3 literacy and interventions INFOhio - Costs include the access and development of literacy resources for schools, families and libraries.

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.

There will be no costs incurred to grantees as a result of maintaining and sustaining the project after June 30 of the grant year. This includes licensing, help desk support, updates and maintenance for our technology for the full five-year term of the grant. Straight A funding will serve the development and adoption of technology, initial data collection and analysis as well as education, training and consulting with grantees on implementing performance management cultures. We achieve this by rolling the cost of technology and training into the front end of the grant cycle. All grantees, for instance, will receive software licenses, maintenance and support and training within the first twelve to eighteen months of project start. Grant funds will pay for goods and services at the front of the partner contracts with each one lasting five years. In addition, once districts have been through the training and education on literacy development and digital learning environments, they will have the skills and knowledge to engage in true transformation. With these skills and knowledge, they are equipped to perform some of their own

training for new or previously unengaged staff in-house or through their participating ESC. Therefore, we anticipate no ongoing costs for training and education at the district level beyond the five-year term of Straight A.

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.*

3,329,980.00 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

Across the Consortium, current, conservative estimates demonstrate an annual savings of \$665,996/year with a total savings across the grant years plus five of \$3,329,980 across a population of 17,197 K-3 students. This would show an average per pupil savings of \$194 per student. These savings are estimates due to the fact that districts will be able to verify additional savings and increased efficiencies during the development of the integrated system that includes a Student Learning Center, Professional Development Center and Family Learning Center. During this time, districts will have a better sense of what purchased services can be replaced and what changes would occur to personnel or intervention time.

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.

This project will sustain itself for the five-year term of the Straight A grant - and beyond - through savings expected to be realized in the continuous improvement of ESC and District business operations. While Straight A funding will provide the necessary start-up capital to get the technology and training off the ground and sustainable for five years, the transformation of our grantees into leaner organizations with cultures focused on continuous improvement will ensure their ability to maintain the new system and instructional design for the long-term. In addition, once districts have been through the training and education on literacy development and digital learning environments, they will have the skills and knowledge to engage in true transformation. With these skills and knowledge, they are equipped to perform some of their own training for new or previously unengaged staff in-house or through their participating ESC. Therefore, we anticipate no ongoing costs for training and education at the district level beyond the five-year term of Straight A.

#### **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 7/2014-8/2014

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

Based on common needs for TGRG, the consortium creates a Regional K-3 Literacy Learning Center with high quality traditional and virtual supports for students, teachers, families and community members using scientifically-based research for content, resources, practices, and innovative integrative technologies. Districts and partners with appropriate expertise are committed to the project and timeline. Barriers may arise with a conflated timeline for planning, design, and initial development, but administrative teams have effective leaders with expertise in workflow and project management and partners have extensive expertise and ready resources in their fields. Project Administration/Planning/Communications: Steering Committee--representatives of district, ESC, and partners for project oversight. Advisory Committee--work groups, ESC, technology, research, and partner representatives; faculty, literacy and assessment experts. Work Groups--ESC directs work for Center's 3 areas: SLC, PDC, and FLC, and partners to move work forward, produce and test deliverables. Project Coordinator liaisons with supervisory groups and districts, facilitates meetings and work flow, monitors progress for reporting, and communications. Planning: Steering team meets monthly; Advisory, Work and District teams meet weekly for progress updates. Partnership Coordination: K-3 Literacy Audit by Keystone Literacy to identify district literacy strengths, weaknesses, needs for development of tiered tools, resources and tiered courses for students identified as not-on-track or needing support. University Partners create content, assessments, intervention strategies; develop blended learning K-3 literacy and PD training modules. Products will align to standards and support ODE diagnostics and ODE Literacy Measures for district report cards. Resource/Service Providers identify, plan and coordinate services for districts, families and community that support literacy and interventions.

\* Anticipated barriers to successful completion of the planning phase

Project barriers may arise due to fast paced product development and implementation, but specific components are immediately available and constant monitoring will enable achievement.

## 18. Implementation - Process to achieve project goals

\* Date Range 8/2014-6/2015

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

Overall, the project aims to 1) impact student achievement, 2) return scarce resources back to classrooms, and 3) establish a shared services model to solve common needs and problems. Initially, the consortium will review district reading diagnostic data, conduct K-3 literacy audits, identify students and plan remediations. Based on data and plans, the consortium will purchase, create or recommend traditional and/or virtual resources that are vetted and immediately available for literacy support. Consortium administration and purchases relieve district costs and time, thereby returning scarce resources to classrooms. Under the auspices of the Regional K-3 Literacy Center, new blended learning content, assessments and resources tiered to student status levels on the Reading Diagnostics will be created by literacy and curriculum design teams in phased production according to a set timeline. Materials will adhere to Ohio New Learning Standards, will be tested, calibrated, and implemented in district classrooms. Impact of the new content and materials on literacy instruction will be assessed by CSU's Center for Assessment pre- and post implementation. Correlated PD will target educator needs for intense K-3 literacy instruction. The innovative Family and Community Learning Center offers a new opportunity for district outreach and engagement with communications, literacy events, book packs and tool kits, and using emerging technologies for everyday anywhere support. Overall project evaluation will evaluate how well the project design and integrated components respond to the needs of districts to improve student achievement for TGRG and family engagement, as well as the benefits of the shared services model for cost and time savings and building collaboration among participants.

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

Project barriers may arise due to fast paced product development and implementation, but specific components are immediately available and constant monitoring will enable achievement.

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

\* Date Range 8/2014-6/2015

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

Project evaluation will consider project design and governance; production and delivery of new instructional materials and services; training and use of products and services in districts and impact on enhanced student achievement for TGRG; and outcomes of the shared services model. Internal evaluation will be formative for continuous adjustment to processes and schedules to reach objectives, overseen by Program Coordinator, Advisory and Work Groups meeting monthly to overcome barriers to internal functions as they arise. External project evaluations are twofold: Cleveland State University's Center for Assessment will monitor the impact of student progress toward TGRG by districts using the new instructional products and resources for literacy produced by this project. Historical and new Fall data from KRA-L and K-3 ODE Reading Screener Diagnostics will establish a baseline. Midterm, the assessor will apply instruments for quantitative measures that inform student progress within the time interval. The Spring diagnostic will indicate student outcomes using consortium resources. The external summative evaluation, conducted by Cleveland State's Center for Urban Education, will consider processes, implementation, and outcomes for the project overall as they impact Straight A goals for this project. District data and CSU's Assessment Center will provide evidence of the project's impact on student achievement. Documented savings on district budget items for reading and literacy instruction, interventions, and education materials, and staff time and effort logs will inform progress toward returning resources to classrooms. Participatory evaluation of constituents and documentation of collaboration for decision-making, PD and other items will provide evidence of benefits of the shared services model providing innovative resources and services to the students, teachers, administrators, parents and families, and community providers.

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

Project barriers may arise due to fast paced product development and implementation, but specific components are immediately available and constant monitoring will enable achievement.

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

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

Please enter your response below:

The model of shared services shifts considerable specific budget and administrative processes and PD from districts to the ESC as consortium lead in collaboration with its partners. Centralizing such functions as bulk discounted purchase of literacy products and services, vendor meetings, contract negotiation, and work flow management impacts districts with savings in finance, personnel, and time. Redundant and duplicative processes are eliminated saving time and effort. No cost opt-out options permit districts to select or decline specific components offered by the consortium. New procedures are introduced with the creation of the Regional K-3 Literacy Center and its virtual components. New processes of modular online literacy instruction for K-3 blended learning at tiered levels based on a child's PLP provides high quality targeted group or enhanced personalized instruction heretofore not available, thus saving planning and instructional time and expense for appropriate personalized resources. The consortium will identify and select appropriate free or bulk purchased grade-level books, ebooks, or other materials saving districts time and funds. Cost savings are realized by virtual sharing of materials and documents replacing printing, paper and photocopying. The LMS platform facilitates data-driven teaching, and building or districtwide reporting, and data comparison across districts. Online assessments, scoring and recordkeeping replace handwritten input and reporting with one-time data input eliminating potential for error, saving facilities and clerical costs, and administrator and teacher time. The LMS integrates with existing district systems, allowing time and cost sharing for districts to access those modules or components of most use for their district, teachers or students and families. Automated data and acquisition contribute to tracking student PLPs as they move forward on bands or status levels toward TGRG or on tiered instruction, and contribute to reporting of student growth measures and necessary interventions. Efforts provide new options for student teaching, learning, and data sharing. For this project, PD is literacy focused and research-based with multiple offerings in traditional and digital formats based on district needs for students, administrators, teachers, staff, family and community. Learning opportunities include webinars, online and blended learning modules and courses, teaching strategies and vignettes, train-the-trainer, coaching and embedded PD. Traditional and virtual PDC offerings are built on three tiers of High Quality PD: 1-Introductory 2-Practicing 3-Mastery. PD is coordinated by the ESC partnering with literacy experts from Keystone Literacy, University Faculty (Ashland, CSU, Kent, OSU) and curriculum and technology design experts. Virtual PD access is anytime/anywhere saving districts travel expense and time for meetings, training costs, and conference attendance, saving substitute teacher costs and moving teachers back into their classrooms for added instructional time. In-person or virtual train-the-trainer formats for district team leads provide leadership opportunities for staff to share in-district and across-district through collaborative professional learning communities. Such efforts will change instructional approaches. The project provides new or enhanced opportunities for districts to communicate more effectively and engage parents regarding children's literacy and reading education and to provide effective out-of-school interventions. Communications in a variety of media about literacy, reading, TGRG, and available screening or interventions for in-school and out-of-school behavior supports will better inform and engage parents in their child's learning. Outcomes should positively impact reading and literacy behaviors. Such efforts will increase community constituents' knowledge and understanding about supporting children for college and career readiness and success.

#### **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 K-3 grades represent a pivotal period in educational development when achievement gaps are solidified or eliminated (Graves 2006; Reynolds, et al. 2004) giving educators a brief window to increase student learning in ways that recognize each child's cognitive or affective needs as they progress from speaking to reading proficiency. Recognizing reading as the foundation of all future academic success, Ohio requires districts' strong support of K-3 language, literacy and reading, now measuring literacy and reading achievement through TGRG. Early intervention with intense, explicit instruction is critical to help students avoid the lifelong consequences of poor reading. For prime results, this process of learning, development, and assessment must attend to the whole child--culture, family, and outside school. Engaging parents early in the process of identifying best programs and services for their child ensures greater success and cooperation between home and school (High 2007, Harvard 2013). Individualized instruction and data-driven measures help districts respond quickly to their students' personalized needs and for educators to provide appropriate formative assessments and effective interventions. The consortium responds to these urgent needs and mandates with its innovative Regional K-3 Literacy Center utilizing a holistic approach to cognitive and affective needs of students, and to the educators, families, and community supports focused on students' language, literacy and reading development. Through its Student Learning Center residing on an LMS platform that integrates with district systems, it provides focused K-3 grade-level literacy instruction in a blended format with an enhanced object repository for content and assessment; accelerated progress for advanced students; and needed supplemental instruction for ELL, RIMPS or RTI for students at Tiers 1 and 2 (Wanzek and Vaughn, 2009). The LMS can integrate with those of other providers, such as iLearn or Thinkgate, that offer instructional content and assessment platforms, although those are not specific to K-3 literacy. Beyond instruction, the Regional K-3 Literacy Center, through its PD and Family and Community Centers, provides innovative education, training, and interventions focused on K-3 literacy for TGRG as a one-source integrated

option for school districts, families and community literacy providers that is not currently available elsewhere. The project's effectiveness and efficiencies return a greater share of resources to classrooms as the Center brings together an expert team of professionals (administrators, teachers, literacy experts, clinicians, faculty, etc.) using innovative technologies for communications, learning and assessments that are interactive, accessible to all with permissions, and that support the trajectory of learning. Data-driven approaches to decision-making speed processes for early diagnosis, intervention, and proactive strategies to provide the right learning opportunities at the right time. Family communication and interventions support districts in their "parents as partners" engagement efforts. Technology efficiencies provide instant and timely access to people and information; more frequent and accurate academic assessments; reduced length of time from assessments to effective interventions, services and resources; more efficient staff training and support; and reduction in duplication of processes. This project is new and innovative for the consortium of districts and partners, but project components are based on past experience of consortium partners indicating the likelihood of success. Partners, resource and university providers are established experts. The ESC-CC has extensive experience developing the shared services model for cost savings, contracting for discounted services, alleviating duplicated efforts, saving time, travel, and personnel expenses using technology, among others.

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

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

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

External Evaluator: Dr. Justin Perry, Director, Center for Urban Education, Cleveland State University Project evaluation reviews Project Design, Progress Monitoring toward Straight A goals, and final Project Impact for sustainability. Quantitative and qualitative methods gauge efficacies of processes and product deliverables, with participatory evaluation that engages all consortium districts and partners. Methods of evidence gathering include: data acquisition, surveys, observation, interviews, focus groups, monitoring tools, etc. Evaluation begins at award and is part of an iterative improvement process that continues with quarterly data review and reporting and final end of project report.

\* 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).

Project Design Evaluation includes review of effectiveness and efficiencies demonstrated in the consortium's Administrative Processes, Product Deliverables and Training for district use. Processes focus on consortium organization, administration, budget, and communications. Short term objectives and outcomes will be set for work groups based on roles and deliverables within appropriate time intervals.

\* 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.

Progress Monitoring will reveal adherence of constituents to the plan to achieve goals. Data derived informs governance for ongoing improvement and project optimization Deliverables accomplished in phases and midterm evaluation permit continual project adjustments. Project Impact answers key questions: what works, what doesn't, where, why and for how much? Quantitative analysis of districts' implementation of deliverables will show the effectiveness and efficiencies of project design to fulfill the districts' expectations to aid student achievement based on diagnostic assessment data moving toward K-3 literacy and TGRG using enhanced interventions. Aggregate summative quantitative and qualitative evidence will identify expected and unintended outcomes, lessons learned, and demonstrate the worth of replication and sustainability through a consortium shared services model.

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.

This project has substantial value and potential lasting impact as it responds to the needs of all Ohio schools to prepare students for academic success. A general indicator of academic success is reading achievement in primary grades. With Ohio's new TGRG, districts must assess students' reading readiness on a continuum from kindergarten through grade 3, with scores reflecting tiered status of students not on track, needing further assessment, and on track. Immediate interventions must be applied to support the child's specific needs. Ultimately, students not on track for TGRG will be retained in grade 3. Retention is fraught with implications for the child, family, educational system and society. Third grade reading success REALLY matters. To improve literacy and reading outcomes for K-3 students, the ESC consortium establishes a Regional K-3 Literacy Center responding to Straight A goals to 1) Improve Student Achievement 2) Return a Greater Share of Resources to Classrooms 3) using a Shared Services Model. Student Achievement Goal: This consortium has 13 participating public school districts with more than 15,000 K-3 students and 500 teachers focused on their literacy improvement in preparation for TGRG assessment. ODE or alternate Reading Screener Diagnostics, administered in fall and spring, identify beginning and end outcomes for reading status on the K-3 continuum, but specific interventions are not imposed; these are left to the districts to provide. Early intervention and focused Personalized Learning Plans (PLPs) are proven supports for at-risk students with IEPs, RIMPs, or ELL. With this project, consortium districts will participate in Literacy Audits with recommendations for tiered interventions based on the personalized needs of the child to increase on-track status for TGRG as the consortium strives for the Student Achievement Goal. Greater Share of Resources Revert to Classrooms: Qualified teachers are critical to students' academic success. Online PD to enhance teachers' literacy knowledge saves travel time, facilities costs, and substitute teacher expense for out of class time. A common need is to increase teachers' instructional time with students. By undertaking some tasks and decision-making collaboratively, the time and cost savings revert back to instructional time with staff teaching students. The Center's cloud-based LMS houses myriad content, assessment and supplemental resources accessible anytime/anywhere to all consortium districts making instructional materials readily available to be shared by teachers and students, saving time, reducing duplication, and supporting individual needs. The LMS, integrated with district systems, permits automated data acquisition, input, and reporting decreasing district staff time, increasing instructional time and attention to student needs. Shared Services Goal: The consortium shared services model makes the resources of the ESC, literacy experts, resource providers, districts, and the Regional K-3

Literacy Center available to all participants. The cloud-based LMS platform integrates with existing district platforms to reduce duplication yet offering new amenities for teaching and learning. Data can be shared within and across districts permitting comparative assessment and identifying best practices. PD for literacy education and training for teachers is conducted collaboratively, which contributes to shared knowledge, practical applications, and develops networks for a cross-district Professional Literacy Learning Community. Family and community engagement is supported through collegial communications, extracurricular resources and intervention strategies encouraging families to support their child's learning. The consortium's shared services model can continue post-grant through ESC management and leadership to convene community, district, business and funder interest and support.

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

Enhanced Student Achievement is the long term project goal. Over 5 years, the project will track annual increases in the numbers of district K-3 students moving up the Diagnostic Reading status levels from "not on track" to "on track" for TGRG. Districts will establish baselines from historical reading diagnostic data reported in EMIS and track changes annually beginning with first year implementation. Subsequent diagnostic reading data from spring to following fall will reflect students' literacy retention. These data reflect the new Literacy Measure for 2014-15 district reports cards. Innovative learning modes offered by this consortium's Regional K-3 Literacy Center will impact instruction and intervention resulting in enhanced student achievement.

\* Spending Reduction in the five-year fiscal forecast

\* Utilization of a greater share of resources in the classroom

Utilization of Great Share of Resources: The consortium brings districts together for decision making about common administrative tasks and purchases that gives districts greater operational flexibility and considerable reductions of time and expense returning resources to classrooms. Virtual meetings and PD save costs for facilities, travel, substitute teachers, and staff time to return teachers to classrooms for instruction. Project monitoring tools will track time, personnel and cost savings in districts.

\* Implementation of a shared services delivery model

Implementing Shared Services: The consortium's Regional K-3 Literacy Center offers innovative products and services optimized through utilization of a shared services model. Shared services result in district cost reduction through centralized processes and production of deliverables. Collectively districts can pilot new products and services or reach new audiences not possible independently. Innovative services for family engagement, for example, fill the needs of districts to engage parents as partners for children's reading improvement. To determine the impact of the shared services model, the consortium will collect budget data from districts to determine expenses and cost reductions.

\* Other Anticipated Outcomes

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

Yes

No

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

\* Explain your response

This project to provide a system of comprehensive support for K-3 literacy and reading is replicable. An Educational Service Center serving as convener and lead for such an educational consortium using a shared services model is particularly effective due to the breadth of experience of ESCs in convening discussions on significant topics and educational trends and working collaboratively and effectively with local and state agencies and educational entities. The ESC of Cuyahoga County has a long history of collaboration with districts, university leaders, resource providers, vendors, and community and business leaders. Likewise, ESCs have the professional staff with the appropriate educational background required for project management and coordination, budget and fiscal agency, technical services, and administration and reporting that many school districts do not have due to size, staff or financial constraints. The complexities of this project in design, organization, administrative processes, product and services development, and implementation with districts and partners, as well as product testing and training require solid leadership and ongoing communications. A dedicated fulltime Program Coordinator working with Advisory Committee and Work Teams is required to keep such a large scale project on goal, on task, on time and on budget. Because of the complexity of the project, it will be conducted in phases with processes and product deliverables and outcomes scaled to the timeframe within the first year, but with strategic plans for subsequent years of the project building on the project's first year foundation. The ESC-CC is the premier provider of more than 900 professional development programs annually serving 30,000 participants, thus making it a central source of educator training and PD, which are essential components of this project. ESCs or districts replicating this project that do not have such PD capacities can partner with university faculty who are experts in literacy for course or curriculum development, workshops and professional development. This project employs innovative next generation pedagogical tools and assessments using data-driven instruction and assessment practices. Such data practices for input, processing and reporting reduce opportunities for error, save staff time for one-time

input with shared reporting in buildings, within districts, and across districts, and provide the consortium with enhanced data analysis leading to best instructional practices and enhanced assessment reporting for constituents. Innovations for districts in this consortium also include the collaborative development of communications and support services for parents, families, and community providers that inform and engage those groups in student literacy education outside of the classroom. The effects of such involvement in bolstering student achievement have lasting impact on our education systems and our society (Harvard 2013). Support services developed by Kids Uncomplicated experts for the consortium's FCLC are new and unique to this project providing strategies and ontime supports to create positive changes in behavior and engage students and parents as partners in this process of literacy education. This project is scalable within our county by inclusion of additional districts and buildings, the addition of community or private schools, and by outreach to additional community partners, such as libraries and after-school childcare providers. Statewide, ESCs and State Support Teams (SSTs) network and collaborate for school improvement and programs. Internal and external evaluations of this innovative project will determine impact in the first year and potential success for subsequent years, its potential for replicability and worthiness for sustainability in achieving Straight A Fund goals. The consortium is eager to begin this innovative and collaborative undertaking for the benefit of all Ohio students.

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

ESC of Cuyahoga County (046532) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

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Bruce	Bradley	440-582-9038	bruce.bradley@northroyaltonsd.org	North Royalton City	044545	6579 Royalton Rd, North Royalton, OH, 44133-4925	

Partnerships

ESC of Cuyahoga County (046532) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
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Jim	Van Keuren	419-289-5377	jvankeu1@ashland.edu	Ashland University		401 College Avenue, , Ashland, OH, 44805	
Bryan	Bown	724-420-2994	bryanb@kidsuncomplicated.com	Kids Uncomplicated USA, LLC		PO Box 250, , Irwin, PA, 15642	

Implementation Team

ESC of Cuyahoga County (046532) - Cuyahoga 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
Robyn	Henderson, M.A., R. SLP, CCC-SLP	CEO, Kids Uncomplicated	Responsibilities: Consulting with the ESC of Cuyahoga County in organizing and creating the framework for the Student Learning Center (Literacy and Clinical Screening), Professional Development Center (Clinical Components), and the Family and Community Learning Center.	Founder and CEO of Kids Uncomplicated Registered and Certified Speech-Language Pathologist International Affiliate for ASHA (American Speech and Hearing Association) Provisional PhD. Candidate, Rehabilitation Medicine, University of Alberta Master of Arts, Speech-Language Pathology, Temple University, PA Bachelor of Arts with Distinction Major in Linguistics, Minor in Psychology, University of Alberta	Robyn has worked with children with severe complex needs for over 15 years. Robyn is a Registered Speech and Language Pathologist (R.SLP) and has completed several years in a PhD Program at the University of Alberta, specializing in Autism Spectrum Disorders. She has also been an expert panel member for the Government of Alberta and has served on numerous committees (developing a Regional Framework, writing for Mount Royal University, developing Family and Program Outcomes measures). Through her work, Robyn became aware of the significant clinical needs experienced by children and families. Robyn is passionate about leading teams to further develop innovative technologies to increase access to services to all those in need. Through the use of Telepractice, Robyn and her team are able to help all families who need support, regardless of their location.	
Bryan	Bown	Vice President, Kids Uncomplicated, USA, LLC	Consulting with the ESC of Cuyahoga County in organizing and creating the framework for the Student Learning Center (Blended Learning), Professional Development Center, and Family and Community Learning Center.	Vice President, Kids Uncomplicated USA, LLC Chief Academic Officer, National Network of Digital Schools Director of Educational Services, National Network of Digital Schools Teaching Certificate, Social Sciences, Robert Morris University, Moon Township, PA Bachelor of Arts, Political Science, Marietta College, Marietta, Ohio	Bryan has created and expanded K-12 on-line learning opportunities for schools nationwide for the past 11 years. After earning a Bachelor of Political Science from Marietta College, Bryan gained his Teacher Certification from Robert Morris University. During his time as the Director of Educational Services for the National Network of Digital Schools (NNDS), Bryan spearheaded a consulting team that expanded business in 15 states and served over 25,000 students. Bryan also directed and supervised implementation teams that developed and managed school district virtual programs and charter schools across the country. Most recently as Chief Academic Officer, Bryan worked to develop a holistic blended learning curriculum for all K-12 learning environments.	
Rebecca	Tolson	, Co-President, Keystone Literacy & President, Tolson Dyslexia Services	Lead Literacy Consultant/ Curriculum Developer	Rebecca is a Certified Academic Language Therapist who provides remediation and diagnostic services for children and	She serves as an adjunct professor through Ashland University and consultants and provides high-quality professional development to educators throughout Ohio. Rebecca is currently enrolled and completing her certificate of	

				adults with dyslexia. She has a Master's of Education degree from Southern Methodist University. She is Wilson Level I and II Certified and has taken and teaches Orton-Gilligham Introduction and and Advanced Courses. She has fifth grade teaching experience and has fifteen years of private practice experience using multi-sensory structured language techniques.	Advanced Studies Program at South Methodist University.	
Sharon	Brown, Ph.D.	Director, Cleveland State University, Greater Cleveland Education Development Center	Project Evaluation, Literacy Assessments for districts, Professional Development content and learning modules	Dr. Brown has worked with instrument development for curricular and programmatic review as well as accountability documentation. Dr. Brown is familiar with the psychometric approaches to assessment as well as modeling and coaching formative classroom assessment. Dr. Brown has taught graduate courses in Assessment, Evaluation, Research and Data Driven Decision Making.	Dr. Brown has worked in education reform in major urban districts across the U.S. for the past 15 years. A focus of her work has been in the areas of quality school measurements focusing on student assessment, programmatic assessment, accountability and data review for diagnostic and evaluative purposes.	
Justin	Perry, Ph.D.	Director, Cleveland State University, Center for Urban Education	Dr. Perry will be responsible for the management and execution of all evaluation activities performed in collaboration with key personnel on the project. . . . He will write an annual final report in consultation with project personnel.	Dr. Perry has published over 35 journal articles and book chapters on a wide range of topics in education and the social sciences using quantitative, qualitative, and mixed methods. In 2010, he received a certificate of training in Cluster Randomized Trials (CRT), sponsored by the National Center for Education Research. He is an Associate Professor at Cleveland State University and Director of the Center for Urban Education.	Dr. Perry has served as an evaluator on STEM education grants funded by the National Science Foundation (NSF), National Institutes of Health (NIH), and foundations. He has also received funding as a PI from the Institute of Education Sciences (IES).	
Oscar	McKnight, Ph.D.	Ashland University,	Consultant/Researcher - Parent and Family	Dr. McKnight received two graduate degrees	Dr. McKnight continues to consult, evaluate and present market	

		Assistant Dean	Engagement	<p>from the University of Akron and another Masters' degree from Youngstown State University. A concentration area within his Ph.D. program was statistics and analysis; while his second graduate degree was in Research and Evaluation. Following three years of individual research and professional consulting, he presented an academic thesis (1996) titled: A Validation Study of Scientific Jury Selection; where he empirically tested the relationship between person vectors (i.e. individual juror demographics) and case facts. Findings suggested that the real value of scientific jury selection was in developing relevant case facts and not individual juror characteristics.</p>	<p>research. He has won two "Best Paper" Awards, as well as the "Distinguished Paper" Award from the Marketing Management Association over the past seven years. In addition, he has received the ACPA "Outstanding Research Award" in higher education (American College Personnel Association) and two "Mentor Awards", the first from OCPA (Ohio College Personnel Association) and the second from Ashland University, where he is the Director of Psychological Services and Assistant Dean for Student Affairs.</p>
Jennifer	Dodd, Ph.D.	Director of Operations and Development, ESC of Cuyahoga County	<p>The ESC provides project coordination and fiscal management, PD design and development, and fiscal agency. It will collaborate with districts and partners for planning, implementation; communications; assessment and evaluation; shared services; resources; project component development; deliverables; data acquisition and reporting; PD for traditional and virtual training, products, services, resources; blended learning modules; technology, technical services and support.</p>	<p>The ESC-CC, the largest ESC in Ohio, provides support and services to educators and agencies regionally. Its products, programs, technology planning and support, online education, and professional development services are tailored to districts' needs for support in and out of classrooms. It collaborates with public and private entities, federal, state, county and municipal agencies, and partners with regional service providers offering shared services to districts. It is fiscal agent for local, state and federal grants and provides fiscal services to districts.</p>	<p>The Ohio Online Learning Program - In 2012, the ESC of Cuyahoga County, in partnership with the National Network of Digital Schools launched a new, multiple option learning program designed to provide schools districts with the ability to retain students by making available a variety quality instructional options and, in some instances, reducing district costs. The Ohio Online Learning Program offers innovative, effective educational experiences in various formats, utilizing state-of-the-art technology, the rigorous, engaging Lincoln Interactive curriculum, and the guidance and support of highly qualified, certified instructors. Northeast Ohio Quality Matters (QM) QM is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM is a peer-based approach and continuous improvement in online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning. Built on the</p>

					<p>foundation of existing relationships across educational services centers, agencies and school districts, the Northeast QM Consortium is a strategic partnership between the ESC of Cuyahoga County, the Geauga, Lake and Lorain County ESCs, Ashland University, the Northern Ohio Research and Training Technology Hub and WVIZ/PBSideastream?. The Northeast Ohio Extended Early Learning Initiative The NOELL Initiative, a partnership of the ESC of Cuyahoga County, Garfield Heights and Lakewood City Schools, INFOhio and Invest in Children, is designed to increase early literacy/school readiness and close the achievement gap by providing extended learning opportunities to students, teachers, parents and community members. The purpose of this project is to prepare students entering kindergarten with the reading, math and social skills needed for success. In addition, the partners will share resources and make the resources easily accessible to teacher, students and their parents.</p>	
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