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Adjusted Allocation: 0.00
Remaining: -9,075,650.00
**A) APPLICANT INFORMATION - General Information**

1. Project Title:
ACCESS to Literacy: Interactive Literacy Access for Young Learners

2. Executive summary: Please limit your responses to no more than three sentences.
ACCESS to Literacy targets Ohio's Third Grade Reading Guarantee by utilizing new and emerging technologies that stimulate literacy development at home and at school. It provides young children and their families access, via browser-based and mobile devices, to anytime/anywhere language rich experiences, literacy instructional resources and intervention supports to help children become life-long learners. A technology solution platform will be established to support this project's identified scope of work including methods of measuring the impact of technology on learning and transforming the home and school environment into a dynamic, interactive learning environment where parents and teachers collaboratively guide children through their quest for literacy.

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.

15250 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:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Yes</th>
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<tbody>
<tr>
<td>Pre-K Special Education</td>
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5. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant
Vikki Clemons
Organizational name of lead applicant
Hamilton County Educational Service Center
Address of lead applicant
11083 Hamilton Avenue, Cincinnati, Ohio 45231
Phone Number of lead applicant
513-674-4212
Email Address of lead applicant
Vikki.clemons@hcesc.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**

Ohio Achievement Assessment's (OAA) 3rd Grade Reading results indicate that proficiency rates have increased only minimally from 79.9% in 2011 to 81% in 2013 despite the efforts of Ohio's Third Grade Reading Guarantee. Results from the districts involved in this project mirror this data with proficiency levels from 75.3% - 93%. The National Assessment of Educational Progress paints a sobering picture of reading achievement with 66% of all 4th graders reading below proficient levels. Research shows that only 1 in 8 children who fall behind in reading before Grade 3 ever catches up. Districts are desperately seeking solutions for improving reading proficiency & realize finding solutions to providing all children with intense, systematic, no-fail literacy development & support at home & school is imperative. Districts & families must be proactive & prepared to provide appropriate literacy instructional supports & resources to enable young children to shift from learning to read to reading to learn & to master the more complex subject matter they encounter in later years. Longitudinal research from data across the nation reveals that the process by which struggling readers acquire the cognitive & academic language skills necessary to score at the 50% percentile on NAEP reading assessments takes anywhere between 3-5 years or longer (Collier and Thomas 1997). This means that struggling readers will require intensive supports for a longer period of time. Districts need assistance in designing systematic literacy development solutions & in reducing intervention time to less than 1-3 years for young children. ACCESS to Literacy offers said assistance by implementing a program that incorporates these critical components: o High quality instruction by highly trained teachers o Collaborative family support o Innovative literacy technology solutions involving parents supporting their children at home o Supplemental, individual language development practices

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

ACCESS to Literacy's solution to improving the 3rd grade reading proficiency level is a three-prong approach consisting of: 1. Providing young children a rich literacy immersion experience.
ACCESS to Literacy recognizes that driving this type of transformation involves implementing a Shared Service Delivery Model. Therefore, in partnership with Beanstalk Innovation, SRG Technology & Clarity by BrightBytes, it will network & leverage the expertise of stakeholders across a 17 county region to design & develop a comprehensive, sustainable & scalable literacy support system for young children. A transformation this large needs to be done collectively & should be led by people with vision, capacity & resources to solve complex problems. ESCs often have the ability to design products & services at scale that can drive this kind of change. They can also construct a vision by combining world-class research enabling data to drive transformation from 20th century classrooms to 21st century learning environments. This type of shared service will provide a broadened set of resources for the consortium far greater than what any individual district could design or afford. The benefits of shared services go beyond returns on investment & savings from efficient operations. The best of shared service solutions will increase the equitable distribution of regional resources & contribute to the missions of the participants who share services. A school district's mission is to improve outcomes for its students-higher achievement levels, smaller achievement gaps among subgroups, greater success in post-secondary and career settings. Efficient and effective indicators include: 1. Quick and easy way to determine the support needs of schools. 2. Saving money by spending smarter. 3. Making professional development more impactful and more measurable. 4. Creating a common language between the agency & districts that drives increased performance. 5. Improving relationships between agencies, schools, communities and businesses. 6. Reducing the total design & implementation costs for participating ESCs & school districts. 7. Key Principles of the Proposal: * Develop & facilitate collaborative shared service design in area of literacy that permits all participating entities to increase focus on their primary missions * Improved access, quality of service & reduced cost (reduce duplication of effort or resource, reduce overall or per-unit cost) * * New ways of leveraging regional assets for public good * Increased return on the public dollar * Key Design Considerations: Through comprehensive process & performance evaluation, this proposal will yield relevant data & evaluate critical system elements to answer the following questions: FUNCTION: What cost benefits accrue with the use of the shared service model? What constitutes "value" for various beneficiaries of shared service model? STRUCTURE: What organizing principles work well in shared service model? Who are the critical players and how do they relate to one another? PROCESS: How should planning be handled? How does a community or region identify its assets? How are needs identified & prioritized? How are common needs aggregated to create economies of scale? How are quality & equity assured & monitored? How are data collected & used to drive improvement within the shared services? ACCESS to Literacy substitutes a more streamlined collaborative design & implementation process for the county-by-county or district-by-district approach that is usually the default for implementing innovative change. By developing processes for systematically matching regional needs with regional assets, this initiative will leave behind the mechanism for evolution. The digital learning platform increases access to consistent practices & resources making it easier for districts & ESCs to provide targeted literacy support. Resources will be consciously designed for usability in districts of varying size, demographic & economic conditions. A regional cohort of skilled educators & parents will be trained to supplement local 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.

All district applicants associated with this grant have an ODE Report Card for 2012-2013. Accordingly, all district applicants have submitted a Supplemental Financial Reporting Metrics table as part of this completed application. While the ESC members of the grant consortium are not required to submit a Supplemental Financial Reporting Metrics table, as the metric of "per pupil expenditure" is not applicable to an ESC, the nature of the financial relationship between each ESC & the district(s) it serves enables ESCs to provide an explanation of the anticipated degree of impact on per pupil expenditures. Through the direct efforts of the ESCs to design & implement what is believed to be a highly effective, efficient & productive shared service model, each of the districts will experience positive financial outcomes, including per pupil expenditures, particularly when viewed as an aggregate metric over the course of the five-year implementation period of the grant. While some districts anticipate more significant differences than others, the overall change is a reduction of $257 in per pupil expenditures & $220 in projected expenditure per equivalent pupil. The average across the consortium is a reduction of $26 for projected expenditure per pupil & $22 for per equivalent pupil. The differences range from 0 in southeastern local to a reduction of $123 in Triad Local for per pupil expenditure & from $1 increase to reduction of $106 for per equivalent pupil. There were five districts that decreased their per pupil expenditures by less than ten, one from 10-20, two from 20-30, one from 40-50 & one over one 100. The net estimated sustaining cost reductions for the 10 districts ranged from $1,680 to $564,205 with a total estimated cost reduction of $1,312,590. Individually, these districts would not have been able to generate this degree of result, nor would any single ESC on behalf of their district(s). Financial Support Summary is attached of your reference.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

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

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

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

9,075,650.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Hamilton County Educational Service Center (HCESC) respectfully submits the following detailed outline of the costs ACCESS to Literacy.

**TOTAL ALLOCATION: $9,075,650**

- **OBJECT CODE 400: Purposed Services** - $3,890,913
  - Function 2200 - Support Services
  - HCESC $125,000 Project Lead for 200 days @ $625/day with detailed contract for professional services for overseeing entire project for 6 years ($125,000) SRG TECHNOLOGY $125,000 a Technical Project Management for 125 days @ $1000/day with detailed contract for professional service for sustaining project for 6 years including initial setup, integration, customization, ongoing support, design of web-based resource
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.

ACCESS to Literacy provides a financial model founded on the principles of shared service. This approach decreases costs even as the number of users increases. However, there will be some recurring costs to properly maintain and sustain the project after June 30th of the grant year. Recurring costs associated with this project are as follows: * Providing substitutes when teachers are involved in PD or design work during school day for 5 years after FY15. The anticipated cost during FY15 is $70,000 for 2 days for 350 teachers @ $100 per day. This will decrease throughout the 5 years due to online training & networking opportunities. * Providing teacher stipends, if necessary due to negotiated contracts, for time spent beyond school day for PD or design work for 5 years after FY15. The anticipated cost during FY15 is $87,500 for 1 day for 350 teachers @ $250 per day. This will decrease similarly. * Repair costs for breakage of tablet devices for the 5 years after FY15. Repair costs are anticipated to be an average of $100 per device based on quotes & current contract with iRepair & similar vendors. Districts anticipate from $500-$2000 depending on percentage of allocated devices. * Replacement of tablet devices in year 3-5. Estimated replacement costs range from $250-$579. Districts have estimated replacement costs in FY18-FY20. All other costs associated with ACCESS to Literacy are front-loaded in year one of the grant period through either perpetual licenses or six year contingency contracts with partners specifically detailing the terms of services and/or product to be delivered each year of the sustainability period. Documentation is on file for review. HCESC & districts anticipate that recurring costs for substitutes will be a total of $35,000 per year or $175,000. HCESC & districts anticipate that recurring costs for teacher stipends will be a total of $45,000 per year or $225,000. This figure is based on 350 teachers being trained or working in the design teams each year of the grant & on the anticipated amount required for payment if necessary for all teachers & events. However, due to online training, professional days already in the calendar & negotiated contracts which do not require compensation, these amounts are offset by cost reduction measures as indicated in the explanation column of the districts' Financial Impact Tables. HCESC & districts anticipate that recurring costs for tablet device repairs for the 5 years will be $50,000 for members of the consortium. HCESC & districts anticipate that replacement of 1,500 tablet devices at an average of $415 per device will be $622,500. All districts have allocated sustaining costs for repair and replacements in their FIT. The total estimated recurring costs to sustain the ACCESS to Literacy project for 5 years beyond FY15 is estimated to be $1,072,500. The Financial Impact Tables (FIT) for all consortium members show commitment to sustaining the project through assuring that ongoing spending is offset by expected savings and reallocation of existing resources which are verifiable, permanent and credible for 5 years. The combined data from the FIT show recurring costs in the total amount of $486,255 with $21,865-FY16, $21,865-FY17, $56,915-FY18, $332,945-FY19 and $52,665-FY20. The combined data also show the total sustaining cost reductions over the 5 years to be $1,798,845 with $345,519-FY16, $358,619-FY17, $363,569-FY18, $352,569-FY19 and $378,569-FY20. The total aggregate cost reduction indicated is $1,312,590. Supporting details found in the FIT and explanation column indicate: Object Code 3.010: SC $47,710 CR $706,715 - support of substitutes/stipends Object Code 3.020: SC $7,015 CR $136,645-support of benefits Object Code 3.030: SC $45,000 CR $87,700-support of repairs Object Code 3.040: SC $0 CR $851,885 -offset Object Code 3.050: SC $386,530CR $15,900 -support of replacing devices

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

14. Will there be any expected savings as a result of implementing the project?

Yes
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 in the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

1,312,590.00 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.

The nature of the ACCESS TO Literacy project provides cost savings to participating districts & ESCs. Estimated aggregated cost savings is $1,312,590 or an average of $262,518 annually over the next 5 years. Through project implementation, districts will realize long-term savings on professional development costs while simultaneously improving teacher-learning experiences. This translates into improved student learning & achievement. The financial strategy behind the long-term nature of this project is unique in the education sector.

Traditionally, districts incur expenses for professional development independent from one another. Each district identifies its professional development needs, budgets for them, and purchases materials & services for their staff. Conversely, this project proposes collaborative development of a professional learning platform & network for educators & parents through which resources are purchased together & shared. Instead of the 10 participating districts purchasing resources individually, they pool their resources & take advantage of quantity discounts & other economies of scale. This overarching financial concept is reinforced through replication of the project in other districts. They do not create their own platform or start from scratch; instead, they join a network of professional learners. Essentially, this shared service concept decreases in price as it grows. Each member of the network would enjoy a continually reduced cost structure. The Financial Impact Tables (FITs) from the 10 participating districts & ESCs reveal that the ESC's expected cost savings is reflective of the districts' cost savings as a result of implementing this project. The 10 districts show a cost saving totaling $1,798,845 for the five years of the project. This cost savings can be found in reducing intervention personnel costs, textbook replacements, technology purchases, material costs & discontinuing use of current literacy programs. These saving are offset by the $486,255 in recurring costs. Thus, the estimated aggregate cost savings of $1,312,590. The aggregated FITs for the participating members show cost savings in the total amount of $323,654 FY16, $336,754 FY17, $306,654 FY18, $190,624 FY19 and $325,504 FY20. In addition, if the time required for intensive supports can be either eliminated or significantly reduced for struggling young readers by the literacy solutions outlined in this proposal, then, additional cost savings would certainly be realized over time but may not result in achieving the verifiable, permanent and credible significant advancements in spending reductions in the current five-year forecast required by this grant. For instance, if only 81% of Ohio’s Third graders are proficient in reading, approximately 940 students in these participating districts need intensive literacy supports in PreK-3. On estimate, these supports will collectively require at least 169,200 hours of intervention services at a cost of over $3,384,000 annually over the next 5 years. Cost savings could equate up to a total of $16,920,000 if the need for intervention can be reduced or prevented. As a result of an increased number of teachers & parents collaboratively working together in the ACCESS to Literacy project, it is anticipated that fewer resources will be needed for additional intervention programs & support. Through ACCESS to Literacy, the ESCs & districts proactively address a growing population of students who are struggling to meet the Third Grade Reading Guarantee. Through increased student, family & educator access to the rich literacy support resources, training & networking provided through this initiative, we are confident this collaborative approach, via a shared service model, will be better facilitated, thus reducing the cost of interventions.

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.

Hamilton County Educational Service Center (HCESC) designed ACCESS to Literacy as a self-sustaining initiative for the project’s 6 years of implementation and beyond. This project is not only expenditure neutral but actually has an aggregated cost savings FY16-FY20 of $1,312,590. Increased ongoing spending is offset by expected savings and reallocation of existing resources as can be found in the FIT. All spending reductions are verifiable, permanent and credible. Purchases and services were negotiated on a contingency basis pending award of the grant utilizing perpetual licensing and detailed service contracts for the entire grant period. This way, only one-time costs and minimal recurring costs would be incurred for consortium members. The consortium worked with each participating vendor to provide services, equipment or products, and negotiated contracts with detailed service provisions, maintenance and replacement of equipment, if feasible and available, for each year of the contract through 2020. HCESC entered into a 6 year contract with Beanstalk Innovation to provide Project Management and overall coordination support for the project including developing relationships and working with vendors to negotiate perpetual licenses for Speakaboos, Core Reading Jazzyell and SNAP RtI Guided Reading. Beanstalk Innovation negotiated the purchase and pricing of the digital platform licenses for BlenderLearn based on perpetual licensing prices allowing the consortium districts to provide access to all current teachers, administrators, students and families throughout the six year grant period and beyond. All costs associated with the original design and development of the digital platform, the integration of existing and currently used district data systems, customization of platform, online professional development, and Technical Project Management are included in the 6 year service contract with SRG Technology. A 6-year contract was negotiated with Scholastic Reading for consortium pricing for the provision of Scholastic’s Grade Level Literacy Kits for PreK-3 and with BrightBytes for provision of Clarity to measure technology impact on student achievement throughout the districts served. Professional development for teachers and parents in literacy development will be built around a train-the-trainer model.
and will be provided online and face to face with trained facilitators. District leaders and administrators will continue to monitor and ensure the implementation of best practices in literacy as part of their daily roles and responsibilities. The Center for Collaborative Solutions - Council of Governments has agreed to enter into a 6 year contingency contract with the consortium detailing annual services for the provision of Project Implementation Management, Site Technical Project Management, Instructional Design Facilitation, research and development of prototypes for professional development and resources. In addition, HCESC has negotiated a six year contract for the support of District Technology Implementation Managers on a limited decreasing contract basis each year for support to the school sites in updating new data entries and support. HCESC has negotiated a 6-year contract with the University of Cincinnati, Economics Center, for evaluation services. ACCESS for Literacy has negotiated a contract with HCESC for Project Leadership services over the course of the six years at a descending numbers of days. It is intended that professional development supplies, cameras, device carts, provision of tablet devices and reimbursement to districts for substitutes and stipends will be one-time costs during the first year of the grant and will not require recurring or sustaining costs. All contract negotiations are contingent upon the award of this Straight A Grant for ACCESS to Literacy.

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

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

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

Enter Implementation Team information by clicking the link below:

Add Implementation Team

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

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

17. Planning - Activities prior to the grant implementation

* Date RangeAugust 1, 2013 - June 20, 2014

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

ACCESS leaders reviewed needs assessments, crafted vision, infrastructure, engaged stakeholders & partners, confirmed intent to apply & established a team to develop conceptual model Beanstalk Innovation was selected as a critical strategic consulting partner in planning, implementing & brokering partner resources Reviewed & researched resources & identified potential partners Beanstalk Innovation, SRG Technology, Center for Collaborative Solutions & BrightBytes met with ACCESS planning team on 01/14/2014 to plan process, explore needs, potential solutions & partner opportunities Partnerships & contingency contracts were formed with Beanstalk Innovations, Clarity by BrightBytes, SRG Technology, Center for Collaborative Solutions & Scholastic ACCESS to Literacy Design Team was formed along with an infrastructure consisting of an ACCESS to Literacy Advisory Council, consortium based & district based "Reading for Life Academy" & "Parental & Educator Learning Network" Design & Delivery Teams Established position of Project Implementation Manager & Technical Project Manager ACCESS & district superintendents, treasurers, curriculum leaders, union representatives & partners met to define scope of work, secure commitments & identify responsibility for climate of accountability & project sustainability Negotiated six year contracts, perpetual licenses/service agreements & implementation timelines with partners contingent on timing & award of grant Developed detailed communication plan & strategy to guide all communications among stakeholders via the most appropriate model[s], purpose & frequency Developed a coordination plan to ensure effective & efficient implementation Secured partnership with University of Cincinnati to develop & conduct evaluation plan Developed Critical Action Plan for the first 30 days Developed needs assessment of critical items for district implementationOutlined future planning needs for sustaining project over 6 years

* Anticipated barriers to successful completion of the planning phase

*With 26 consortium and partners involved, understanding alignment of full scope of work and what it will take to fully implement solution with fidelity is an anticipated barrier that can be mitigated through clear communication and coordination plan, involvement of leaders at all levels and assistance of Design Team and Project Manager. *Timely and accurate collection of data needed for effective and efficient planning and implementation of solutions can be mitigated through established points of contact at all levels, coordination plan and consulting with partners to ensure that all information is collected in a timely manner. *Since inception of ACCESS in 2012, shared service delivery, planning, search for partners and grant opportunities to support the needs assessment of districts identifying literacy development as a major priority have been in progress yet designing a solution to meet the needs of each district has been a barrier which is being mitigated through active involvement of key leaders throughout the design process. *Identifying potential candidates for Project Implementation Manager and Technical Project Manager based on a potential grant award has been a barrier which is being mitigated through careful search and recruitment efforts and open and honest disclosure of status of proposal. *Designing an innovative solution and gathering stakeholder buy-in and understanding of the complexity of the project and the work required to submit the Straight A application according to guidelines has been a definite barrier but the thoughtful planning required in the process has alleviated some of the potential for implementation barriers and has allowed solutions to be designed for proactive response. *The scope, diversity, scale, partnerships and diverse customers served in this project presents its own barriers which will be mitigated through infrastructure design and project management over the six year period.

18. Implementation - Process to achieve project goals
19. Summative Evaluation - Plans to analyze the results of the project

* Date Range: June 23, 2014 - June 30, 2020

ACCESS to Literacy proposes a comprehensive evaluation system that will include both annual performance measures & in-process measures taken on the project at periodic intervals during the 6 project years. In-process measures will be collected by project staff & project manager. Data from these measures will be used to guide operating decisions to assure that the project is continuously improved. Data from in-process measures will be summarized quarterly for review of the ACCESS to Literacy Advisory Council and Design Team. Annual performance measures corresponding to the goals of the project outlined in Question 9 will be reported to the Council where the data will inform decisions about the overall effectiveness of the project and the initiative as a whole. An annual financial audit will be performed in keeping with the audit schedule of the fiscal agent. In addition to the operating data generated for performance & in-process measures, a third-party external evaluator will be contracted from the University of Cincinnati to provide an in-depth process evaluation to ascertain the degree to which the project was deployed as designed & an impact evaluation to describe and quantify benefits-cost savings, process efficiencies, improved access, patterns of resource utilization & quality improvements. An Annual Performance Report (APR) will be prepared measuring formative progress, as well as a Final Performance Report including summative evaluation data & assessing the mature project's success in reaching its stated goals. This report will be distributed to all key stakeholders. ACCESS will work with key partners to establish an evaluation committee representing districts, ESCs, and the University of Cincinnati. The committee will meet regularly to review the project's progress & determine if the set goals/outcomes outlined in Question 9 of this application are being implemented in the agreed upon timeline & according to the implementation plan.

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

Timely and accurate gathering and reporting of data points from 26 consortium members and partners is an anticipated barrier to project implementation which will be mitigated through developing precise processes for data collection using technology solutions such as Clarify and Blender. *Developing data collection instruments such as surveys, interview protocols, participation records/sign-in sheets, implementation milestone records, classroom observation protocols as well as the methodology of preparing project records for review is an anticipated barrier that will be mitigated through close collaboration between the Project Manager, Education Service Centers, school districts and the University of Cincinnati Evaluator. *Frequent communication between all stakeholders to gain input, review project records, provide feedback, and discuss the progress made toward attaining the project goals is an anticipated barrier which can be mitigated through effective processes and procedures developed to minimize time requirements. *By June 30, 2015, three hundred fifty (350) teachers are projected to have completed professional development in literacy solutions, and another 450 teachers actively involved in online courses. This is an anticipated barrier that can be mitigated through district and ESC leadership and support of the work. *Between the fall of 2014 and 2015, Clarity is expected to have had at least 2 data collections to measure the technology impact as well as the impact of the professional development administered. This will involve the use of research-based metrics as well as statistically significant data collection within an 85% confidence interval. Barriers to the collection and analysis of this data is anticipated but will be mitigated through working with BrightBytes and the school districts to determine the most effective means for data collection.
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 will be addressed. The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainability.

Table: ACCESS to Literacy's solution will result in the educational transformation of participating schools. These schools' organizational structures will shift from 20th century classrooms to 21st century learning environments where instruction is more student-centered and the teacher has a facilitative role. Through the infusion of technology, students will acquire literacy skills and master the "4 Cs" of 21st century learning: communication, collaboration, creativity and critical thinking. Implementation of the ACCESS to Literacy's solution will result in the following critical instructional changes:

1. Students will be immersed in a language rich support system with 24/7 access to literacy instructional resources and intervention supports. The frequency by which students will be asked to collaborate, create, think critically, and communicate will increase by 30% across participating districts.
2. A technology solution platform will be maintained by educators and parents to improve instructional practices, provide reliable content representative of best practices, increase knowledge that may be transferred into practice, and provide personal learning networking tools.
3. Students will benefit from a system that will provide intense, systematic, no-fail literacy development and support at home and at school. Technology will be leveraged to reach families in a flexible, personalized, economically efficient and sustainable manner to assist at-risk students in meeting the requirement of the 3rd Grade Reading Guarantee. A system to foster parents' active engagement in supporting language rich experiences at home will be implemented. Educators will collaboratively design, create, develop, share, critique, and post resources and best practice strategies to the on-line "Parental and Educator Learning Network" and the "Reading for Life Academies".
4. Traditional professional development will be enhanced with on-line workshops created for educators and parents to target specific literacy strategies needed to develop literacy skills in young learners. Teacher and parent participation in said professional development opportunities will increase by 50%.
5. Technology will be used to continually monitor progress, enrich and streamline its treatment, and direct tutorials for each individual.
6. A literacy intervention solution will be used in the classrooms.
7. SNAP Rti & Guided Reading was designed for small group guided reading, reading intervention, and to provide personalized instruction. This solution will increase time-on-task, which is critically needed for developing children's appreciation of the knowledge, structures of language, and modes of thought on which true literacy depends.
8. Personalized instruction tailored to students' specific needs will be prevalent throughout the classrooms and at home. ACCESS to Literacy will provide the right supports at the right times to ensure that learning for students becomes more collaborative, creative and innovative as a result of collaboration among stakeholders and technology integration.

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.

For the past decade, research studies have shown that technology can enhance literacy development, provide greater access to current & relevant information & support learning. They further state that technology is the force behind globalization & entrepreneurship, and that today's students must be critical thinkers, problem solvers, innovators, effective communicators and collaborators, and self-directed learners. ACCESS' proposed solution consists of research-proven technology products that effectively increase literacy levels in school-aged children. Core Reading's Jazzles, Speakaboos & SNAP Rti & Guided Reading are the core components of the proposed solution. Their products are built for web-browsers, tablet devices & mobile phones. Below is a brief description of each product.

Core Reading's Jazzles (CRJ) is a comprehensive literacy development program for young children that features animated songs for each letter of the alphabet and other interactive resources, which enable visual, auditory, and kinetic activities. CRJ provides a balanced reading curriculum supporting over 1000 high fluency vocabulary words. It develops fluency, phonemic awareness, and familiarity with grammatical structures. Designed based on language learning research, CRJ has research support for its effectiveness in developing literacy skills for young children in pre-school and early school settings. Speakaboos inspires a child's love of reading through interactive digital storytelling grounded in the theory of connected learning that states that learning happens best when children pursue knowledge around topics that they care deeply about. Its interactivity focuses on improving comprehension that allows children to more deeply understand the story, a character's point of view, and to apply what they learn from a story to their own lives. Over 150 educational, entertaining & interactive books are as engaging to children as video & gaming content but fundamentally educational to meet parents' and teachers' needs. Developed by literacy specialists and aligned to Common Core State Standards, SNAP Rti & Guided Reading is a reading intervention program that provides teachers, administrators & students all the necessary components of a research-proven approach to help improve literacy levels. It has over 130 engaging books and scripted lesson plans, offering instruction & practice in phonemic awareness, phonics, fluency, vocabulary and comprehension covering content in history, science, and language arts. Snap! features three key components: built-in fluency, comprehension, and multiple choice assessments; touch and view glossary for complex words, and voice over directions for each page; and cloud-based storage, trackable assessments & built-in data collection. ACCESS will utilize an integrated technology solution platform, BlenderLearn, to support and sustain the identified scope of work. It will provide equitable access to virtual professional learning resources and be richly populated with workspaces, message centers, best practice teaching and learning strategies, literacy resources, library of articles and tools to monitor the progress of young learners in reaching proficiency in reading and improving overall student achievement. In addition, Clarity will provide a means of measuring the impact of technology on learning & progress toward transforming the home & school learning environmental support system.

ACCESS to Literacy is a low-cost solution delivered through a shared service delivery model that will positively impact student achievement. This solution can be delivered entirely through technology with minimum printed material to support it. With technology supporting intervention, other dollars can be repurposed for additional classroom resources. ACCESS believes that this 21st Century
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.

Evaluation Primary Contact: Michael Jones, Ph.D., Director of Research, Economics Center 225 Calhoun Street, Suite 370 Cincinnati, OH 45221 External Evaluation will be conducted by the University of Cincinnati.

The data for student achievement goals will come from Advanced Report Cards information provided on the Ohio Department of Education's School Report Cards website. Because the project will be implemented at the building level, we will obtain school building data for the academic year for the set of school districts. We will compare the change in the academic measures in the evaluation year relative to the previous academic year. However, just looking at changes over time may not produce an accurate estimate of the project's effect on student outcomes. If other changes occurred in the school district over the same time period that were unrelated to the project, then an evaluation cannot properly attribute all of the effects to the project. In order to provide an accurate evaluation, we will conduct the analysis by including a similar or "control" school district in the data. In other words, we will not just look at the change in student outcomes for the school districts that implemented the project, we will also look at the change in student outcomes for those school districts that have similar characteristics to the project district, but did not implement the project. Then, we will look at the "difference in differences" between the two school districts. The underlying assumption is that in the absence of the project, the school districts would have followed the same trend. Similar school districts will be identified by the Similar Districts list calculated by the Ohio Department of Education. Imagine that the project school district saw a three percentage point increase in reading proficiency scores in the following year after implementing the project. At the same time, the matched similar school district without the project saw a two percentage point increase in reading proficiency scores. The evaluation would conclude that the project caused a one percentage point increase in reading proficiency scores not a three percentage point increase.

* 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 results from this first year will be disseminated to thousands of its readers through an electronic newsletter. Finally, the Economics Center will host a conference call at the end of the first year of the project grant where education providers in Ohio will be invited to participate & ask questions.

To conduct the evaluation, the Economics Center will use the regression model below. In a regression model, the evaluator estimates the effects of the project intervention while simultaneously controlling for other characteristics unrelated to the project that may have influenced the outcomes of interest. The difference in difference methodology can be represented as - ?it = ?0 + ?1Interventioni + ?2Afterit + ?3Interventioni*Afterit + ?4Xit + ? where ?it is the outcome of interest for school district i at time t; and ?3 captures the effect of the intervention on the improvement in student academic performance. The Economics Center will analyze the data provided by the data collection instruments introduced over the course of the project. For example, the output from surveys & participation records will be analyzed & reported over the course of the project. Through these data collection instruments, the Economics Center will be able to determine if project is being implemented efficiently & effectively according to the details provided in this application. Data from in-process measures will be summarized quarterly for review by ACCESS to Literacy Advisory Council and Design Team to determine the project's progress and if the set goals outlined in Question 9 of this application are being implemented according to the implementation plan or if adjustments need to be made. After the first year, the findings from the evaluation report will be posted on the Economics Center website. The results from this first year will be informative in providing information to making any changes in the program for subsequent years. In addition, the Economics Center will disseminate the report to thousands of its readers through an electronic newsletter. Finally, the Economics Center will host a conference call at the end of the first year of the project grant where education providers in Ohio will be invited to participate & ask questions.

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.

ACCESS will implement ongoing strategies and activities that empower school leaders, teachers and parents through the acquisition of new skills and knowledge. Through the delivery of scientifically based professional development, and consistent use of data, school leaders, teachers and parents will internalize new skills and attain a sense of ownership. This ownership is critical in creating a climate of accountability and project sustainability among teachers, school leaders and families. ACCESS recognizes how difficult it is to institutionalize change in a school community. It also recognizes that school administrators and teachers play a key role in achieving this goal. Michael Fullan, adviser and consultant on several major education reform initiatives around the world, has been quoted in this regard. Fullan captures the essence of what ACCESS also understands, "Failure to institutionalize an innovation underlies the disappearance of many reforms," and "Ownership of a reform cannot be achieved in advance of learning something." With that in mind, professional development will be presented to teachers and parents in a non-threatening environment where they can learn, practice and master new instructional skills to be implemented with their students during the school day and at home. These new skills, coupled with increased confidence in their own efficacy as instructional leaders, will produce a sustained momentum at the targeted schools. Building a foundation of stability is an essential part of project sustainability. The proposed program has critical components for a solid sustainability plan that will help ensure the initiatives implemented will remain even after the cessation of funding. Sustainability Factors: -Parents and community members who come to value the project's activities, the improved performance of teachers, and the increased achievement of students will demand the continuation of project methods and activities. If the project is truly effective in meeting its goals, the community will not permit it to be discontinued. -The leadership of the school leader is crucial in the establishment and maintenance of a student-centered school culture that has as a primary goal doing whatever is necessary to assist all students in meeting academic and life skill goals. -Teachers want to be effective and successful. If they learn and master new skills that show improved results with students, they will continue to employ them. Through project activities, teachers will become empowered to design their own professional development and become more responsible for their own...
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

There are four long-term objectives that hope to be accomplished as a result of this project: -Improvements in student academic performance and behavior -Increased parental involvement in children's academic activities -Stronger teacher engagement with technology and professional development -Increased use of shared services

The Economics Center will track the number of reading proficient students by grade-level for each participating school district. At the end of six years, the goal will be to increase the number of reading proficient students in participating schools by 5 percent relative to the baseline established before the project starts. The Economics Center will also monitor the attendance rates & disciplinary actions for each participating school district. At the end of 6 years, the goal is improve attendance rates & reduce disciplinary actions by 5 percent each, respectively. When sample sizes permit, the Economics Center will also provide the data disaggregated by race, gender & economically disadvantaged status. Student achievement success will also depend on parental involvement. Each year, the goal will be to increase the amount of time that students & parents spend interacting with the BlenderLearn platform. Clarity data will be used to measure parents' progress in use of technology. Once baseline measures are established at the launch of the project, the goal will be the amount of use of technology skills to increase each year. In addition, one of the goals is to increase parental involvement at school vis-a-vis parent-teacher interactions through Reading for Life Academies & Parental & Educator Learning Networks. The school districts will provide data to the Economics Center on the percentage of parents that participate in these parent-teacher interactions. By monitoring participation rates on an annual basis, the Economics Center will be able to measure preliminary success points over the course of the project.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

One of the stated Straight A Fund goals for this proposal is to implement a shared services delivery model. The success of the shared services delivery model relies on the participation rate of all of the school districts & ESCs. The Economics Center will monitor the participation rate of the school districts & ESCs who have indicated their willingness to be a part of the project. If there are school districts & ESCs which do not participate in the project, the Economics Center will note the reasons provided so that steps can be taken by the project team to mitigate or eliminate the barriers to participation. The Economics Center will measure participation by documenting contributions & attendance for scheduled meetings & conference calls. Because this project relies strongly on existing staff at participating school districts, the future sustainability of this project becomes possible. In addition, the indicators listed in Question 9 will be evaluated. One of the goals of the shared services model is to save costs by reducing the amount of employee resources needed to complete the program. By monitoring the participation rate of school district & ESC employees, the Economics Center can estimate the cost savings that have accrued as a result of relying on existing employees. In addition, teacher training for this project will be provided through online, training modules which are accessible to every district. While this professional development opportunity is optional, the benchmark for project success is to see increasing participation over the 5 year period in the program - with up to 50 percent of teachers actively participating in the available professional development. After each year, the Economics Center will report participation rates for teacher engagement & if the rate is not on track to meet the 50% participation rate after five years, then a conference call or brief survey will be conducted to determine the reasons for low participation.

* Other Anticipated Outcomes

Refinement of a Shared Service Delivery Model which can be replicated and sustained throughout state and nationally bringing efficient and effective services to school districts to meet their needs in supporting student learning and achievement. While Spending Reductions in the Five Year Forecast was not a major priority selected for this proposal, estimated aggregated cost savings is $1,312,590 or an average of $262,518 annually over the next 5 years. The Financial Impact Tables (FITs) from the 10 participating districts & ESCs reveal that the ESC’s expected cost savings is reflective of the districts’ cost savings as a result of implementing this project. The 10 districts show a cost saving totaling $1,798,845 for the five years of the project. This cost savings can be found in reducing intervention personnel costs, textbook replacements, technology purchases, material costs & discontinuing use of current literacy programs. These saving are offset by the $486,255 in recurring costs resulting in the estimated aggregated cost savings. While a greater share of resources to the classroom was not a major priority goal selected for this grant, it is anticipated that through the literacy solutions chosen for this project that a greater share of resources will be available in the classroom to support literacy instruction for young children. The literacy solutions, professional development training available to educators and parents and the Parent and Educator Learning Networks will allow for greater reallocation of resources directly to the classroom in support of student learning.

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

* Explain your response

The ACCESS to Literacy Consortium is confident this comprehensive solution holds promise for creating a sustainable model that delivers measurable results & is replicable to scale across the region, state & districts nationwide. The Consortium has the expertise, capacity & resources necessary to replicate this project, and recognizes the long-term benefits of supporting & strengthening human capital by providing classroom teachers & parents the literacy training & knowledge/tools needed to support student achievement in the classrooms & at home. The power behind this proposal is that the plan for replication, along with the ease & cost effectiveness with which it may be replicated, will be part of the overall design from the beginning. ACCESS to Literacy not only strives to develop a system that produces results, but a map for replicating what is believed to be a value creating, cost saving, result producing design. The guide will permit each onboarding district to easily assume membership into the professional learning network at low cost. The specifics of time and effort that will be required will be developed during the implementation of this project, but the Consortium anticipates that through the dedicated planning & design associated with this proposal, the time & effort of each subsequent district will be streamlined. This strategic approach is one that other school districts & consortium members can easily mirror. The Consortium anticipates four levels of replication that may ultimately result in nationwide implementation of the ACCESS to Literacy solution: 1. Additional districts/schools within the current participating counties based on ease of facilitating these additions due to proximity of first round districts and ESCs 2. Districts within the service regions of each of the 10 ESCs - Existing partnerships and service relationships would help facilitate these additions 3. Regional implementations throughout Ohio - The rationale behind a regional approach is based on the foundational concept of community and premised by the assumption that interactions with educators within their own regions would help with the transition and networking opportunities. 4. This design will become a model that is replicable beyond the geography of Ohio and as such becomes a viable model of professional learning networks on a national scale through connections with national partners such as the Association of Educational Service Centers [AES/A] or similar organizations. ACCESS to Literacy understands that to successfully replicate this literacy solution across the state of Ohio, each subsequent district's membership would require a communication plan, a design plan and time to accomplish these tasks. Additional measures will be implemented to facilitate the process: 1. The Consortium, in the interest of adding value to the profession, would provide resources, namely users of the system and the resources created, to assist with effectively conveying the value proposition of the new learning environment, essentially telling the story of their journey. 2. Collaboratively, the 10 ESC partners working with the 12 school districts will provide a team of experienced practitioners who can assist other schools and school districts in replicating the support system by keeping a planning, implementation, monitoring and evaluation history/journal of successful practices and “pitfalls” of which to be aware. Partnerships with Beanstalk Innovation, SRG Technology, BrightBytes, the University of Cincinnati, and the 10 ESCs to support 12 representative districts in increasing opportunities for professional development for educators and parents is yet another way the consortia is leading the charge in this emerging literacy movement. ACCESS to Literacy believes that ultimately, the learning community created as a result of this design may extend well beyond Ohio to encompass a true sense of the global knowledge community.

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. I have read the Program Assurance thoroughly and hereby agree to the terms. I agree Dave Distel, Superintendent Hamilton County ESC 11083 Hamilton Avenue Cincinnati, Ohio 45231 See attached Program Assurance with signatures.
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<td>740-702-3120</td>
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<td>Ross-Pike ESC</td>
<td>138222</td>
<td>475 Western Ave Ste E, Chillicothe, OH, 45601-2288</td>
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<td>Sheridan</td>
<td>937-826-4961</td>
<td><a href="mailto:Sheridanm@triad.k12.oh.us">Sheridanm@triad.k12.oh.us</a></td>
<td>Triad Local</td>
<td>046201</td>
<td>7920 Brush Lake Rd, North Lewisburg, OH, 43060-9617</td>
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<td>Lawrence County ESC</td>
<td>047910</td>
<td>111 S 4th St, Ironton, OH, 45638-1522</td>
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<td>Bright Local</td>
<td>047613</td>
<td>PO Box 299, Mowrystown, OH, 45155-0299</td>
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<td>Dawson-Bryant Local</td>
<td>047928</td>
<td>222 Lane St, Coal Grove, OH, 45638-2947</td>
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<td>Westfall Local</td>
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<td>19463 Pherson Pike, Williamsport, OH, 43164-9745</td>
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<td>3321 Airborne Road, Wilmington, OH, 45177-8902</td>
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<td>South Central Ohio ESC</td>
<td>125658</td>
<td>522 Glenwood Ave, New Boston, OH, 45662-5505</td>
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<td>Name</td>
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<td>513-674-4226</td>
<td><a href="mailto:Dave.distel@hcesc.org">Dave.distel@hcesc.org</a></td>
<td>Hamilton County ESC</td>
<td>11083 Hamilton Ave, Cincinnati, OH, 45231-1409</td>
<td>047324</td>
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<td>2400 Clermont Center Dr, Batavia, OH, 45103-1990</td>
<td>046292</td>
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<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Telephone Number</td>
<td>Email Address</td>
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<td>P.O. Box 611225, Rosemary Beach, Florida, 32461</td>
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<td></td>
<td>11083 Hamilton Avenue, Suite 103, Cincinnati, Ohio, 45231</td>
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<td>District Consortium Members</td>
<td>Superintendent</td>
<td>Responsibilities</td>
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<td>The Superintendents of the 10 participating districts, representing diverse communities will provide leadership, management, coordination, communication &amp; support for the full scope of work. They will work with the leadership at each school to communicate expectations for involvement in the project and to design an implementation plan for the entire 6 years of the sustainability period. The ten districts are: Western Brown, Felicity-Franklin, Reading Community Schools, Dawson Bryant, Triad, Urbana, Westfall, Southeastern, Washington-Nile and Bright Local Schools. The participating districts will: Actively engage personnel from Pre-K-3 in creating, sharing and developing networks to promote parental engagement in supporting literacy. Facilitate the design of &quot;Reading for Life Academies&quot; at the district level to involve parents, families, communities and business members in promoting learning to read in homes. Allocate personnel to contribute to the design of the &quot;Parent and Educator Learning Network&quot; and support the creation, sharing and development of strategies and resources for the network. Allocate train-the-trainer professional development time for personnel in the use of Speakaboos, Core Reading's Jazzeles, SNAP Rtl and Guided Reading and BlenderLearn. Actively support and monitor the use of the resources throughout all.</td>
<td>District Consortium Members: The 10 participating districts, representing diverse communities of rural, suburban, urban, large, medium and small districts, have many years of experience in managing and implementing grants. All the districts are diverse communities where all learners are inspired to dream and challenged to achieve. The participating districts serve approximately 27,000 students and 450 teachers, of which over 5800 are in the Pre-K special education through Grade 3 levels served by this proposal. The need for literacy support in this population of students continues to rise with each school year. Results from the districts involved in this project mirror the state's data with proficiency levels ranging from 75.3% to 93% with significant gaps in subgroup population results. Districts are searching for solutions. Enrollment in this group of districts represents an ethnically, socioeconomically, and culturally diverse student body. This diversity adds richness to the learning experience of students and staff alike and become a valuable asset which prepares students for the global society. District demographics range as follows: Pre-K-3 enrollment ranging from 205 to 975 students, number of teachers ranging from 10 to 65, and number of parents ranging from 225 to 1800 providing a wonderful opportunity for customization of design of the academies and networks. These districts have shown innovative leadership abilities time and time again.</td>
<td>The ten participating districts have served as the lead and contact for other large competitive grants throughout the years and have been responsible for overseeing the collaboration of various schools across districts with local Institutes of Higher Education, Educational Service Centers and other partners in order to support the enhancement of the quality instruction to students from Kindergarten through post-secondary school (K-16). Administrators at the school and district levels have managed numerous federal and local budgets and grants over the years as well as staffing. Each district has experienced leaders at the district and school level and believes in providing the necessary support to bring about the desired changes they seek in not only instructional practices but the involvement of parents, communities and business in the literacy development of all children. The experience with project management, design, implementation, monitoring and evaluation is vast and they have all relied on the services of the Educational Service Centers to enhance the support they thought necessary within their districts. These districts share the vision of transforming instructional practices and experiences of young children to meet the needs of their students in learning to read, reading to learn and becoming life-long readers so they can graduate and become college and career ready.</td>
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participating grade levels and identified schools
Identify a candidate for District Technical Implementation Manager to work with the ACCESS to Literacy Technical Project Manager & ITC to populate the BlenderLearn platform with student, teacher & parent data & support the customization and contributions to the platform Conduct the Clarity survey district-wide at least two times per year to measure the impact of technology on student achievement
Staff the Grade Level Design Teams for Pre-K - 3 Utilize a communication network to share information to all stakeholders
Participate as members of the Advisory Council and/or Design Team

They have been actively involved in the Race to the Top initiative for the past five years and are well prepared to continue to support a high level, action based grant to assist students in learning to read. These districts have been instrumental in systems change, which has resulted in closing the achievement gap for students. However, continuous improvement is prevalent and they are continuing to search for other solutions to assist all students in reaching proficiency level on the Ohio Achievement Assessment.

Vikki Clemons, Executive Director of Instructional Services, has over 43 years of experience & expertise in managing projects of this magnitude. She has held administrative positions for over 37 years in which she has been primarily responsible for the management of state & federal programs. Prior to coming to HCESC, she had 28 years of experience in Kentucky where she had previously been a Kentucky Distinguished Educator, district associate superintendent, elementary curriculum director, supervisor, building principal, assistant principal and classroom teacher. She holds a superintendent, assistant superintendent, supervisor and elementary principal’s license in Ohio. She graduated from the University of Kentucky with a Rank I in Educational Leadership, a Master’s Degree as a Reading Specialist and a Bachelor’s Degree in Elementary Education. She also has served as an adjunct professor at Northern Kentucky University. She has written numerous successful Requests for Proposals [RFP] including

Vikki Clemons, HCESC Executive Director of Instructional Services - Project Lead

Vikki Clemons, Executive Director of Instructional Services at Hamilton County Educational Service Center, will assume full responsibility for overall leadership and coordination of the entire project working closely with all consortium members and all partners to ensure fidelity of implementation of the entire scope of work. Main responsibilities for the grant will include: Oversee the functions of the ACCESS to Literacy Design Team formed to provide leadership in the design, delivery, coordination & communication structures necessary for successful implementation. The Design Team will refine the context of design, identify stakeholder needs & barriers, develop a clear, concise vision of idealized design, define specifications of the design, construct design within its elements of function, structure & process & develop means of continuous improvement Negotiate contracts with all partners & oversee fidelity to

Vikki Clemons, HCESC Executive Director, has over 43 years of experience & expertise in managing projects of this magnitude. She has held administrative positions for over 37 years in which she has been primarily responsible for the management of state & federal programs. Prior to coming to HCESC, she had 28 years of experience in Kentucky where she had previously been a Kentucky Distinguished Educator, district associate superintendent, elementary curriculum director, supervisor, building principal, assistant principal and classroom teacher. She holds a superintendent, assistant superintendent, supervisor and elementary principal’s license in Ohio. She graduated from the University of Kentucky with a Rank I in Educational Leadership, a Master’s Degree as a Reading Specialist and a Bachelor’s Degree in Elementary Education. She also has served as an adjunct professor at Northern Kentucky University. She has written numerous successful Requests for Proposals [RFP] including
| Alex Ortiz | SRG Technology, Strategic Client Engagement & Technology Sales | ACCESS to Literacy honors the opportunity to collaborate & partner with SRG Technology and Beanstalk Innovation to provide a digital platform designed to transform the home and school environment into a dynamic, interactive learning environment where parents and teachers guide children through their quest for literacy. SRG Technology will have the following responsibilities for this project: Provide BlenderLearn Digital Platform perpetual software licenses for 6500 users including the State Support Team in providing professional development and technical assistance services to identified school districts and schools in the region in the areas of school improvement, special education compliance, literacy and early learning and school readiness. She works closely with ODE in aligning services to meet the needs of the region. Vikki has been at Hamilton County ESC for fifteen years where she has served as the Director of Curriculum, Instruction and Assessment, Director of School Improvement, Director of Instructional Services and now one of the two Executive Directors for the organization. | SRG Technology (SRGT) founded in 2009, has had five strong years of growth in the education & health care industries. The Blender web-based platform was developed to improve practitioner effectiveness, through access to technology, better use of information & the ability to individualize the approach to teaching & learning. It is supported by a customized portal framework, powered by a suite of tools & tailored to each organization's individual needs. Under the leadership of Alex Ortiz, Strategic Client Engagement & Technology Sales, Blender is being accessible to over 6500 users including the recent Shared Services Competitive grant, the Regional Service Delivery System grant for fiscal agent for the State Support Team, the Race to the Top Educational Partnership grant, and several other significant grant opportunities. She has had primary responsibility for the implementation of these grants ensuring fidelity of design, planning, implementation, monitoring and evaluation of these projects. She has served as the lead and contact for other competitive grants and oversaw the collaboration of various school districts across region to support the enhancement of the quality services to students from Kindergarten through post-secondary school (K-16). Her daily responsibilities include managing the delivery of all products and services for the $70 million of services provided to customers of HCESC. She is very active representative of the organization at the state and national levels where she has presented at several local, state and national conferences. |
parents, students, educators, community and business leaders

Provide 15 days of Train-the-Trainer Professional Development to train ESC and District personnel to sustain the project over time

Provide maintenance and support to users for 6 years

Provide hosting services for 6 years

Provide platform and program management for 125 days over the 6 years

Collaborate in the design, development, integration and customization of digital platform

Provide ongoing support, communication and coordination to Project Lead and Site Technical Project Manager and District Technical Implementation Managers throughout the 6 years

Contribute to the development of the replication journal by outlining major milestones & learnings along the way

Establish a process through BlenderLearn for equitable access to on-demand literacy content, resources, networking and support to stakeholders

Assist ACCESS to Literacy with a process for populating the platform with workspaces, message centers, best practice instructional strategies, literacy resources, articles and tools

Assist in the development of a system that serves as a central repository to provide the needed ongoing, on-demand professional development, peer collaboration opportunities, and tools for teaching embedded in the context of teaching early reading skills

inspired changes. Whether you are an agency, an institution, a health-care provider, or an individual, SRG Technology addresses your technology needs with the innovative thinking & fresh approach necessary to move forward in the modern world. Their goal is to ultimately empower customers to make better use of data & they have the technology to make that a reality. Teaching and Learning, Healthcare and Public Safety are all areas in which the possibilities of growth are endless. On the face of it, the team doesn't look like your typical corporate line-up. Made up of physicians, educators, executive police administrators, firefighters, former School Board members, public safety administrators, health-care executives, businessmen & women & technology experts, the market-driven team of individuals each has the diverse experience & unique insight to develop technology that targets the areas where clients seek innovation. The technical staff allows them to complete the full cycle of making data relevant to users, creating a compelling interface that enables users to interact with the system. With experience providing IT solutions to some of the largest institutions in the country, they understand the various audiences they serve & the diverse technologies that are available to support stakeholders’ needs. They provide REAL solutions to REAL problems.

used in Florida, Georgia, South Dakota & Puerto Rico.

SRG Technology is a software development firm that is at the forefront of defining, developing & deploying intelligent technologies. SRG Technology provides a technology system, BlenderLearn, which houses online resources for educators, students & parents. It incorporates the tools needed to efficiently assess teacher & student performance, measure progress & suggest action steps that target individual student needs. This system allows educators to share content, best practices & participate in ongoing collaboration. Individualized, easy-to-configure dashboards tailor accurate, real-time views of all information for class, school, district, region or state level review.

BlenderLearn has the solutions necessary to bridge the divide between student learning & school system expectations, providing an interactive learning platform made smart by analyzing teacher & student learning & allowing accessibility to everyone interested in increased teacher & student performance from school administrators to mindful parents. Streamlining the process of collecting data, BlenderLearn is tailored to meet the needs of teachers & students, empowering schools with increased connectivity & communication, resulting in heightened performance. BlenderLearn brings everyone together, collaborating openly & working toward the same goal.

David Distel

Hamilton County Educational Service Center [HCESC] Superintendent

Hamilton County Educational Service Center (HCESC) will serve as the Lead Applicant and Fiscal Agent for this initiative. HCESC will assume full responsibility for overall leadership and coordination of the entire

HCESC is uniquely positioned through strategic partnerships to build bridges between ESCs & districts by leading the delivery of value-driven solutions to facilitate change & innovation. HCESC has the capacity to provide leadership,

Over the years, HCESC has served as the fiscal agent for the Regional Professional Development Center [RPDC], the Southwest Educational Regional Resource Center [SERRC], the State Support Team Region 13, and most
project working closely with all consortium members and all partners to ensure fidelity of implementation of the entire scope of work. HCESC will closely follow all program requirements as listed in the Straight A Fund notice, taking great care to ensure proper oversight of financial obligations and provide meaningful and impactful opportunities for collaborative success between HCESC, the ten Educational Service Centers and the ten school districts listed as members of the consortium. The Superintendent, Dave Distel, and Executive Director of Instructional Services, Vikki Clemons, will work closely with the Grants Administration Director and Treasurer, Don Rabe, to ensure strict compliance within each identified school district and across the consortium as it pertains to grant guidelines. Ms. Clemons will communicate regularly with district leadership, school administrators and ESC leadership to ensure project operations are in alignment with the grant requirements. HCESC will serve as the primary liaison and collaborate with all partners involved in the project to communicate and facilitate successful implementation of the full scope of work of the project. HCESC will hold all contracts for services and products and ensure that each partner is meeting contractual obligations. HCESC will work closely with the Project Implementation Manager, Technical Project Manager, Instructional Design Team Leads, Advisory Council, Evaluation Team and Project Design Team. HCESC will maintain all in-process and summative performance coordination & support for this project. HCESC is no stranger to successfully managing grants of this scope, demonstrating a high level of transparency and due diligence in all practices including providing detailed oversight of programs & fiscal requirements. Our educational services and programs, delivered through a staff of 540 or more experienced and talented professionals, meet the changing needs of the PreK-12 school community. We design programs and offer services & support in the areas of special education, curriculum, standards, leadership, assessment, data analysis, instruction, professional development, educational technology & more. We provide: Customer Driven Innovation-jointly designed solutions customized to produce results that matter. Integrated Service Delivery-systemic approaches provide seamless integrated solutions to make your life easier. Measurable Outcomes-solutions that improve performance, increase effectiveness, enhance efficiencies, reduce cost, and ramp up productivity. HCESC provides services to public, community, and private schools, ESCs, JVSs, ITCs, ODE & other educational and non-profit organizations. HCESC creates staffing models that meet the requirements for any contracted service. Our expertise extends well beyond education. Our ever-expanding business-related services include graphic design and digital printing, technology administration, insurance consortia, personnel & financial services & a unified purchasing cooperative. We are agile & fast to respond to our rapidly changing context. We ensure organizational sustainability and viability - for various types of organizations - through cost saving breakthroughs, value generating innovations, and recently, as an ESC Educational Partner for Race to the Top employing 11 RttT Specialists. HCESC was awarded one of the two competitive Shared Service Grants from the state to study the benefits of shared services in increasing effectiveness and efficiency. In addition, HCESC is the current fiscal agent for the Hamilton/Clermont Cooperative Association [HCCA], the Center for Collaborative Solutions, Learn 21, ACCESS and a number of other initiatives and programs. HCESC lead the development of the ACCESS Collaborative Alliance. We believe this long history of successful partnerships in the delivery of services to districts and schools makes us a unique, highly qualified applicant. With a total budget of approximately $70 million, HCESC currently serves as fiscal agent for approximately $25 million of state and federal funds that flow through ODE. HCESC’s fiscal and audit history is exemplary. HCESC has developed a strong reputation over the years for highly qualified personnel who can design and deliver quality professional development and services and who can also serve as visionary leaders in improving teaching and learning. HCESC has change agents who can have crucial conversations to bring about significant change in practice and promote a systems perspective in the work. Depth of knowledge, skill, leadership and practice in working with adult learners in acquiring content knowledge, leadership strategies, alignment of curriculum, instruction, assessment, effective coaching, facilitation skills, data analysis, focused strategic planning, and research-based best practices are qualities that have led to HCESC’s success in carrying out significant projects such as
<p>| ACCESS - Distel | ACCESS President | ACCESS, a collaborative alliance of 10 ESCs serving 17 counties in Southwest Ohio will link areas of synergy between expressed needs and challenges of districts with areas of expertise within the ESC and its educational partners. Members of the ACCESS Collaborative Alliance will: Craft vision and infrastructure for engaging stakeholders and partners in fulfilling the scope of work with fidelity Assist districts and schools with understanding alignment of the full scope of work and what it will take to fully implement solution with fidelity so that it is lasting and sustainable Assist in timely and accurate collection of data from districts Play a key role in the ACCESS to Literacy Design Team and Advisory Council Provide educational consultation services to facilitate the design process for the ACCESS to Literacy scope of work Facilitate the work of the Instructional Design Teams in Pre-K special education, Kindergarten, Grade 1, 2 and 3 Lead and contribute to the design work for the &quot;Reading for Life Academies&quot; Lead and contribute to the design work for the &quot;Parental and Teacher Learning Networks&quot; Serve as liaison and primary communicator to district and school leaders to coordinate the work Collectively lead stakeholders in developing vision, capacity and resources to solve complex problems in helping students | ACCESS operates under the leadership of president, Dave Distel, and Vice President, Steve Martin. It is a collaborative alliance of 10 ESCs serving 17 counties in Southwest Ohio. It links areas of synergy between expressed needs and challenges of districts with areas of expertise within the ESC and its educational partners. This combined team has the solutions, tools and relationships to move the vision forward. As an alliance of Ohio Educational Service Centers (hereinafter &quot;ESCs&quot;), ACCESS, was formed pursuant to an Agreement that was created to facilitate cooperation amongst its members in development of professional development programs and advancement of other common objectives identified by the parties. The founding Members of ACCESS include the Brown County Educational Service Center, the Clermont County Educational Service Center, the Fairfield County Educational Service Center, the Hamilton County Educational Service Center, the Lawrence County Educational Service Center, the Madison Champaign Educational Service Center, the Pickaway County Educational Service Center, the Ross Pike Educational Service District, the South Central Ohio Educational Service Center, and the Southern Ohio Educational Service Center. ACCESS identifies its professional development needs, purchases materials &amp; development needs, budget for them &amp; services for their staff. Conversely, this project proposes collaborative development of a professional learning platform &amp; network for educators &amp; parents through which resources are purchased together &amp; shared. Instead of 10 participating districts purchasing resources individually, they pool their resources &amp; take advantage of quantity discounts &amp; other economies of scale. This overarching financial concept is reinforced through replication of the project in other districts. They do not create their own platform or start from scratch; instead, they join a network of professional learners. Essentially, this shared service concept decreases in price as it grows. Each member of the network would enjoy a continually reduced cost structure. ACCESS | The 10 ESCs in the ACCESS Collaborative Alliance provide services to over 108 districts in the Southwest region of Ohio, serving approximately 315,204 students &amp; 17,115 teachers. The ESCs have worked collaboratively with the districts they serve to provide high quality professional development &amp; personnel services to meet the specific needs of the districts. The financial strategy behind the long-term nature of this project is unique in the education sector. Traditionally, districts incur expenses for professional development independent from one another. Each district identifies its professional development needs, budgets for them &amp; purchases materials &amp; services for their staff. Conversely, this project proposes collaborative development of a professional learning platform &amp; network for educators &amp; parents through which resources are purchased together &amp; shared. Instead of 10 participating districts purchasing resources individually, they pool their resources &amp; take advantage of quantity discounts &amp; other economies of scale. This overarching financial concept is reinforced through replication of the project in other districts. They do not create their own platform or start from scratch; instead, they join a network of professional learners. Essentially, this shared service concept decreases in price as it grows. Each member of the network would enjoy a continually reduced cost structure. ACCESS |
| Allen | Burgtorf | Executive Vice President, Beanstalk Innovation | ACCESS to Literacy honors the opportunity to collaborate &amp; partner with Beanstalk Innovation as they provide consultancy along the journey towards excellence in education &amp; literacy development. ACCESS to Literacy believes there are definite areas of synergy between the expressed needs &amp; challenges &amp; the areas of experience &amp; expertise of Beanstalk Innovation &amp; their partners. Beanstalk Innovation has the solutions, tools &amp; relationships to move the vision forward. Beanstalk Innovation will have the following responsibilities for this project: Strategic consulting partner actively involved in designing, planning, implementing &amp; monitoring project Brokering &amp; leveraging partners to fulfill project's needs Reviewing &amp; researching resources &amp; successful practices &amp; processes to support scope of work Negotiate on behalf of ACCESS to Literacy pricing, perpetual licenses &amp; tentative contracts for literacy solutions Provide Project Management Support for six years including overall coordination, support and liaison with selected vendors Coordinate the Beanstalk Innovation, under the leadership of Allen Burgtorf, Executive VP, is comprised of experts working together in the educational publishing and technology industry for over two decades supporting the evolution of educational technology from a classroom tool that supplemented instruction, into a dynamic marketplace where new technologies are impacting the teaching and learning infrastructure. Through these technology tools, new models of education are being envisioned and realized. Their work with large, diverse, and innovative districts, as well as state departments of education, has provided them with a unique view into the transformation of education. Their work within the educational technology industry has provided them the experiences and relationships required to become the premier strategic consulting partner to entities who are seeking the realization of efficient, effective, enterprise systems of teaching and learning that are based on individual learning needs, preferences, and interests. Laura Brown, Sr. Vice President of Customer Strategy &amp; Solution Innovation, will be Beanstalk Innovation has facilitated several projects both in and outside the US to address the issue of literacy development in young children. The foundation of these projects is literacy kits, combining print and digital, which can be used in a flexible and personalized manner. They have a broad reach and knowledge of the digital content landscapes. Beanstalk Innovation stands ready with both experience and solutions to assist in the development of system that could serve as a central repository to provide the needed ongoing, on-demand professional development, peer collaboration opportunities, and tools for teaching embedded in the context of teaching early reading skills. Beanstalk Innovation has existing projects with corporations in the US who are intent on embodying their thought process models into K12 education. For example, they are developing online courses for Siemens to be deployed across Georgia’s Virtual School environment. This insures, for Siemens, that students will leave high school with the cognitive and work skills required by them. We believe this kind of work could be capitalized |</p>
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<td>Jeffrey Weir</td>
<td>President, Center for Collaborative Solutions</td>
<td>ACCESS to Literacy is pleased to partner with the Center for Collaborative Solutions to provide cost effective personnel services in support of the scope of work of this proposal. Jeff Weir, President, will coordinate the provision of highly qualified personnel to meet the needs outlined in the proposal. The Center for Collaborative Solutions will have the following responsibilities for this project as specifically detailed &amp; outlined in the 6 year negotiated contingency contract: Provide highly qualified Project Implementation Manager who will work closely with the consortium members &amp; Beanstalk Innovation to oversee fidelity of implementation of scope. The primary point of contact and support for the project. Laura brings over 15 years of experience from the educational publishing industry and has been truly instrumental in the design of this project. Dr. Bob Elwell will bring to the work a rich expertise with literacy solutions and literacy development from his many years in the educational and publishing industry. He was Director of Curriculum in the Broward County Schools in Florida. Sayra Hughes, Vice-President, Customer Implementation and Efficacy will assist with coordinating the implementation process and documenting efficacy. Greg DuMont, President of Beanstalk Innovation, will continue to assist HCESC with securing the right partnerships and relationships with companies that meet the needs of the organization. His expertise includes finance, operations, strategy, capital markets and business development.</td>
<td>The Center for Collaborative Solutions was created in an effort to provide innovative solutions and cost effective services to Ohio’s districts and public entities. The Center for Collaboration Solutions began through establishing a Substitute Solutions Consortium which currently provides services to over twenty-two school districts in Southwest Ohio with over seven hundred and seventy employees regularly contracted for services. The number of districts involved in the consortium increases constantly along with requests for other services to be rendered. In addition, the Center for Collaborative Solutions provides a Property Casualty Insurance Consortium launched in July, 2013, through a partnership with Arthur J. Gallagher and Co., the</td>
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of work & sustainability of project. Provide highly qualified Site Technical Project Manager for 220 days over course of 6 years to coordinate consortium member linkage with the District Technical Implementation Managers to ensure the technical components of the BlenderLearn digital platform are established & maintained. Contract District Technical Implementation Managers for each consortium site to support BlenderLearn & subsequent data entry, training & technical assistance for contributing & accessing online literacy resources for educators, students & families. Provide highly qualified Instructional Design Team Facilitation support for each grade level Pre-K special education, Kindergarten, Grade 1, 2, 3, Reading for Life Academies and Parental & Educator Learning Networks to build capacity to sustain effective literacy practices at a descending amount of time over the 6 years. Provide personnel to conduct research, identify & develop professional development content including blended on-line modules in-person professional development, resources, prototypes for training & facilitation design to support scope of work for 55 days each year. Provide personnel to conduct professional development for Literacy Solutions including ESC support and Train-the-Trainer development for 55 days per year.

Operational and management costs for organizations. Since established in 2012, the Center for Collaborative Solutions has continued to grow services and increase the variety of solutions provided to the customer through a shared service delivery model. The Center for Collaborative Solutions has a President and a governing board who oversee the operation of the council and makes decisions regarding which solutions they will support and future direction.

Since established in 2012, the Center for Collaborative Solutions has continued to grow services and increase the variety of solutions provided to the customer through a shared service delivery model. The Center for Collaborative Solutions has a President and a governing board who oversee the operation of the council and makes decisions regarding which solutions they will support and future direction. The Center for Collaborative Solutions is harnessing the power of cooperative purchasing for property and casualty insurance which broadens coverage at reduced premium rates, allows districts to budget a known maximum cost, provides cost stability that is less vulnerable to market cycles and allows districts to have input into the claims process. The Center for Collaborative Solutions quite simply makes the school districts lives simpler and solves their challenges. The Center for Collaborative Solutions searches for new opportunities to expand services and assist organizations with meeting the needs of the customers they serve.

Michael Jones  
Director of Research, Economics Center, University of Cincinnati

ACCESS to Literacy is honored to partner with the University of Cincinnati's Economics Center, a third party external evaluator, to provide a comprehensive evaluation system that will include both annual performance measures & The University of Cincinnati, Ohio's premier urban research university, traces its origins to 1819. U.S. News has ranked UC in the Top Tier of America's Best Colleges. The Chronicle of Higher Education calls UC a "research heavyweight." The University of Cincinnati offers number one school broker in the United States. The Research & Consulting team uses its collective expertise to help clients gain a clear understanding of core economic issues and potential market implications. Their research conclusions help to foster vibrant communities and are used by public officials,
in-process measures taken on the project at periodic intervals during the 6 project years. The University of Cincinnati's responsibilities for the project will include: Providing an in-depth process evaluation to ascertain the degree to which the project was deployed as designed Providing an impact evaluation to describe and quantify benefits-cost savings, process efficiencies, improved access, patterns of resource utilization and quality improvements Designing evaluation instruments and tools used to gather data for the evaluation Assisting with collection of data over the six year period Preparing an Annual Performance Report (APR) measuring formative progress Preparing a Final Performance Report including summative evaluation data and assessing the mature project's success in reaching its stated goals Distributing reports to all key stakeholders to inform decision making Work with ACCESS to Literacy and key partners to establish an evaluation committee representing districts, ESCs, and the University of Cincinnati and meet regularly to review the project's progress and determine if the set goals/outcomes outlined in Question 9 of this application are being implemented in the agreed upon timeline and according to the implementation plan.

students a balance of educational excellence and real-world experience. UC is a public research university with an enrollment of more than 42,600 students in 308 programs of study with a 15 to 1 student/faculty ratio. Since its founding in 1819, UC has been the source of many discoveries creating positive change for society, including co-op education and the oral polio vaccine. UC is the largest employer in the Cincinnati region, with an economic impact of more than $3 billion. Today, UC is classified as a Research University (Very High Research Activity) by the Carnegie Commission, and is ranked as one of America's top 25 public research universities by the National Science Foundation. Michael Jones, Director of Research, will be the primary evaluator of this project and will conduct a comprehensive evaluation of the overall project. The research and consulting team provides economic data and analyses for non-profit organizations, government agencies, and for-profit businesses. The Research and Consulting Division of the Economics Center provides the knowledge building blocks that help clients make better finance, policy, and economic development decisions. Their custom approach and critical data analysis empower business and civic leaders to respond to changing economic conditions, strengthen local economies and improve the quality of life for their communities. Since 1990, the Economics Center has brought economic understanding to public, private and non-profit sector clients who depend on research to inform strategic decision making. Their affiliation with the University of Cincinnati allows them to access vast resources and leverage a high level of intellectual capital.

economic development stakeholders, public relations firms, and business executives from all industries. Through active engagement in industry trends and associations, the Research & Consulting team remains well informed and forward-thinking. The application of their custom approach insures a process that matches the needs of clients and effectively communicates research conclusions to the end user. Because of its successful history and commitment, the Economics Center continues to be one of the region's most valued partners in economic research and consulting. Their Distinction: 20+ years of research and consulting Access to University resources Full-time research and support staff Research Fellows from UC and private sector Design and info-graphics that tell the story Training for graduate students Long-term commitment to Cincinnati region The University of Cincinnati's Economics Center has conducted numerous successful evaluation services for HCESC over the past few years. Their evaluation services are of extremely high quality and cost efficient.

| Rob Mancabelli  | BrightBytes CEO and Co-Founder | ACCESS to Literacy is pleased to partner with Rob Mancabelli, CEO & Co-founder of BrightBytes, Districts utilizing Clarity have found that researchers |
of Clarity for Schools

BrightBytes to provide their Clarity for Schools tool. Clarity helps districts \& schools learn how their full range of technology resources is used to enhance learning both in the classroom \& at home. It involves a periodic survey of teachers, students \& parents. The platform translates complex data from the surveys \& cutting edge research into fast actions in the classroom \& at home that change instructional practices \& improve student achievement. It measures four domains of results in the classroom, access to technology, skills \& factors in the school environment. BrightBytes will have the following responsibilities: Provide 6 year licenses for all schools districts with unlimited numbers of users Provide a dedicated Clarity implementation specialist for support Conduct exclusive onboarding with limited work for the ESCs \& districts Provide 6 years of data collection for all students, teachers, administrators and parents through Clarity Data Collection Annual Subscription Provide 6 years of dashboard analysis and onsite training Provide annual Train the Trainer Experience for ESCs and Districts Walk-through Clarity platform, onboarding procedures, and data collection process Assist schools in process for distributing questionnaires Provide external \& system data collection \& integration Provide data walk-through with leadership team to review results. Fall 2014: Baseline Data Collection with Districts Fall 2014: Analysis of Baseline Data Collection during an interactive session with districts Spring 2015-Fall 2015: Complete follow up data collections \&

developed its flagship product, Clarity for Schools, used to distill research into educative, engaging \& actionable data that links education to changes in learning outcomes. Clarity is proven to improve the way the world learns through the use of data and technology. Rob is an educator with over a decade of experience in schools, Rob is an internationally known speaker, writer, and consultant on educational innovation. He's the co-author of the book Personal Learning Networks (2011), a keynote speaker at education conferences, and a writer for District Administration magazines. Rob sits on the board of Education Week magazine and has an MBA from MIT. Dr. Kristen Swanson, Senior Educational Technology Leaders at BrightBytes is responsible for project management, research \& implementation. She is an educational leader \& curriculum writer. Kristen is a renowned teacher, professional developer, writer, speaker \& consultant on impactful learning designs. She has worked directly under the tutelage of Dr. Grant Wiggins \& authored both Professional Learning in the Digital Age (2013) \& Teaching the Common Core Speaking and Listening Standards (2013). Clarity provides educational leaders with an open-sourced, specific, research framework to measure the impact of technology on learning, complete with interactive dashboards, info-graphics \& practical recommendations for systemic improvement. Over 100 billion dollars is spent on educational technology each year in the United States alone. However we rarely explore how this investment impacts student learning. In fact, a recent study from the Center for American Progress laments this fact, saying that very few districts, if any, actually measure developed a platform that drives the transformation toward 21st century learning. They found a data platform unlike any data platform they have ever seen. It takes dry, uninteresting and underused data \& it makes it educative, engaging \& actionable by combining world-class research with beautiful info-graphics. It also collects new data quickly \& easily. In short, it actually enables data to drive transformation from 20th century classrooms to 21st century learning environments. Clarity measures three main types of data: frequency, ability \& perceptive. Each of these types are analyzed \& triangulated to determine the impact that technology is having on learning. It includes input from all stakeholders, including teachers, parents, administrators \& students. For parents, Clarity measures perceptive data about parent beliefs regarding technology \& learning as well as their comfort in using technology as a learning tool. Given the need for a strong home-school partnership, this data can help educational leaders at all levels make better decisions about the cultural shifts that must be in place for strategic instructional technology changes to be successful. For teachers, Clarity measures their abilities to use technology as well as the ways in which they design learning for students with technology. Aggregate data from over 5 million students shows that, without the right supports, teachers often do not utilize instructional technology in ways that truly shift learning. Instead, they merely digitize outdated methods. Clarity data allows districts \& ESCs to provide the right supports at the right times to ensure that learning for students becomes more collaborative, creative \& innovative as a result of
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<th>Shawn Meddock</th>
<th>Account Executive, Scholastic, Inc.</th>
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<td>Measure the impact of each intervention at the system level, make changes, repeat as needed</td>
<td>Technology's impact on learning. Clarity will be utilized district-wide to measure the impact of technology on student achievement &amp; the progress schools &amp; districts are making in integrating technology into the learning process.</td>
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<td>Technology integration. Clarity assists districts with real data that brings to the surface the gains they are looking to make by integrating technology.</td>
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Scholastic is a leader in providing language rich materials, and will provide grade level books directly to schools and families to foster literacy in the school and home environment. Shawn Meddock, Account Executive, will lead the initiative. Scholastics responsibilities for this proposal will include: Providing 6,100 Grade Level Literacy Kits each year for the six years of the grant.

For more than 90 years, Scholastic has been delivering outstanding books, magazines and educational programs directly to schools and families through channels that have become childhood traditions - Scholastic Book Fairs, monthly Reading Club flyers, and Scholastic News classroom magazines. Today, they are in more than 90% of schools in the U.S. - and their partnership with educators is something cherished. More than half of the teachers in the U.S. have an active account with Scholastic, tapping into free offerings like the teaching resources, Scholastic.com activities and lesson plans, and ordering through Club Ordering Online (COOL), The Teacher Store Online and the Scholastic Store Online. Scholastic is also recognized for beloved characters and series. Clifford the Big Red Dog?, The Magic School Bus?, Goosebumps?, Harry Potter?, I SPY?, and The Hunger Games are all Scholastic favorites that have helped inspire a love of literacy and learning in children throughout the world, delivered to kids and families where they live and play - through print, audio, television, film and digital applications.

The world has changed immensely since Scholastic was established in 1920, and yet the customers served still have the same needs: quality, affordable books and entertaining and engaging educational materials and media to help children learn to read and love to learn. Today, they are proud to carry on the long tradition of meeting the customers’ needs in both print and digital formats. The teacher, parent and child customers remain at the heart of everything they do. They base their product development on expert research, and measure success by gathering constant feedback from teacher and principal advisory panels, field teams working with school leaders across the country, and from the parents, teachers and students served. At a glance: Scholastic has approximately $2 billion in annual revenues Employ about 9,500 employees worldwide They are the largest publisher and distributor of children's books in the world They are a leader in educational technology and services and children's media They have a global reach, serving customers in 45 languages and more than 150 countries Through each of Scholastic's divisions, from book publishing and distribution to media, from educational technology to classroom magazines, literacy remains the cornerstone of all that they do. Because now more than ever, literacy - the ability to read, write and understand - is a necessity, not only to succeed but to survive.