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**Adjusted Allocation**: 0.00

**Remaining**: -722,841.99
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Trumbull County Partnership for Early Literacy Success (TCP4ELS)

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

This grant will focus on improvement of PreK-2 students’ reading achievement by sharing common resources county-wide through a Pre-K to K transition system and enhancing our existing K-2 literacy consortium program. The essence of these innovative initiatives are building relationships, sharing information, and fostering continuity to enhance school readiness and K-2 literacy across nineteen districts county-wide.

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.

8100 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:

- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

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

First Name, last Name of contact for lead applicant
Pamela McCurdy

Organizational name of lead applicant
Liberty Local Schools

Address of lead applicant
4115 Shady Road Youngstown, Ohio 44505

Phone Number of lead applicant
330-259-3929

Email Address of lead applicant
pamela.mccurdy@neomin.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
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

The disconnect among stakeholders such as families, social service agencies, Pre-K programs and elementary schools, which currently operate as independent silos, contributes to kindergarten readiness and literacy deficits as students progress through K-2. The schools in Trumbull County have 59% of their students reading below proficiency based on results of the 2013 third grade fall reading OAA. Longitudinal studies indicate that students who don't read proficiently by third grade are four times more likely to leave school without a diploma than proficient readers (www.aecf.org).

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

The TCP4ELS project consists of a two-fold initiative to mend this disconnect and enhance existing K-2 literacy programs. The Pre-K to K Transition System will unite and leverage resources from each partner into a common county-wide program. Additionally, the K-2 Instructional Literacy Program expands our current successful Leveled Literacy Intervention (LLI) consortium. Summation of the components would also provide a bridge of communication between districts who frequently deal with transient students from district to district within the county.

Component-1: Pre-K to K Transition System According to the National Center for Early Learning and Development, trajectories of school performance support academic and academic success over time. This program capitalizes on this research and existing successful Pre-K to K transition programs which were piloted in 2 Trumbull County districts (Girard City and Lakeview Local). These district programs established sustainable relationships by uniting and leveraging existing resources to provide a successful transition into kindergarten. The Girard and Lakeview programs resourcefully established partnerships with stakeholders such as: TCESC, SST-5, Public Libraries, Health Departments, Family & Children First Council, Mental Health & Recovery Board, HAPPY Homes, faith-based and medical communities which enabled them to exploit the benefits of limited resources into an efficient and effective uniform program. These programs support the rigorous expectations of the Early Learning and Development Standards (ELDS) specifically related to literacy skills. Replicating and enhancing these programs within each district, with continued relationship-building, will result in improved county-wide kindergarten readiness. This innovative Pre-K to K transition system will consist of grant modules 1-4 (Partnerships, Transition Fairs, Data-Sharing Protocols and Multi-Media Resources), to foster continuity across settings. Component-1 will: *facilitate stakeholder meetings for the purpose of partnership development and service-inventory alignment *align transition resources (social service agencies, Pre-K programs and elementary schools) *monitor and track transition protocols *coordinate the development of common multi-media resources, transition fairs, partnerships and data-sharing protocols *operationalize and monitor fidelity of modules 1, 2, 3, and 4

Component-2: K-2 Instructional Literacy Program Recognizing the Third Grade Reading Guarantee and K-2 literacy accountability, the TCESC created a Leveled Literacy Intervention (LLI) consortium of 19 districts. During SY12-13, 90 K-3 teachers received LLI training. The success of this initiative resulted in increased student reading progress and requests for additional LLI teacher training. Grant modules 5 (Fountas & Pinnell Benchmarking), 6 (LLI Intervention) and 7 (Data Sharing Protocols) will address this need. Replicating and enhancing the benefits of the LLI consortium, approximately 120 additional K-2 literacy teachers will receive LLI training and materials to implement grant modules 5, 6 & 7. Benchmarking drives the need to utilize the LLI program as an intervention approach that provides daily, small-group instruction. These modules will foster student literacy and continuity.

Component-2 will: *schedule and facilitate Heinemann Fountas & Pinnell training on benchmark assessment and LLI intervention to build capacity *monitor progress by supporting principals and teachers through established TCESC monthly professional meetings *coordinate the development of common data-sharing protocols *operationalize and monitor fidelity of modules 5, 6, and 7

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

- Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

The TCP4ELS is comprised of 19 districts and numerous community partners as noted in question 7. Component-1 Pre-K to K Transition System will address the need for a consistent, equitable county-wide transition process. The modules of the Component-1 system will provide increased education for parents, opportunity to identify students' potential needs, unified support network, and common data collection protocols. Furthermore, the Component-2 K-2 Instructional Literacy Program will expand on the current benefits of our LLI consortium. The modules of Component-2 will provide a common language, assessment procedures and intervention strategies through professional development to increase student achievement in K-2 ELA and literacy. By facilitating and growing strategic partnerships with the stakeholders, the components will provide for academic decision making to increase student achievement in ELA and literacy for grades K-2.

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

Financial Impact Table: Lines 3:01, 3:02, 3:01 Aggregated consortium salary saving calculation of $365,625.00 is the result of effective deployment of Component-2 (LLI/Benchmark Training). This will result in a decrease in the number of students "not on track". The reduction
of students "not on track" will result in fewer retentions thereby reducing the need to employ additional teaching staff to support increases in student retention (grades K-3). 3.02 Aggregated consortium fringe benefit saving calculation $ 233,361.35 is the result of effective deployment of Component-2 (LLI Benchmark Training). This will result in a decrease in the number of students "not on track". The reduction of students "not on track" will result in fewer retentions thereby reducing the need to employ and provide fringe benefits for additional teaching staff to support increases in student retention (grades K-3).

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

Component-1: Pre-K to K Transition System Module 1: Partnerships * Strengthen and build relationships between Pre-K and K services (social services, public libraries) Module 2: Transition Fair * County-wide common framework for resources such as libraries; speech, vision, OT/PT screening; and social/emotional support Module 3: Data Sharing Protocols * Two-way communication between Pre-K and K to monitor and assess student progress * Common forms for data (transition form from Pre-K to K) * Site visits and dialogue between Pre-K and K teachers Module 4: Multi-Media * Resources accessed through TCESC website * Early Learning and Developmental Standards tutorials, webinars and support tools for family stakeholders Component-2: K-2 Instructional Literacy Program Module 5: Fountas & Pinnell Benchmarking * Teachers will receive professional development and materials to individually assess student reading levels Module 6: Intervention * Teachers will receive professional development and materials to implement the scientifically-based research program, Leveled Literacy Intervention (LLI) Module 7: Data Sharing Protocols * Communication between districts for transient students to monitor and assess student progress * Common forms for data

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

The TCESC operates through an existing shared service model built upon an allegiance between the 19 districts and the ESC. Some of these services include monthly administrative meetings, academic and technology specific professional developments, and a K-2 Leveled Literacy Intervention consortium. Furthermore, this partnership has successfully collaborated to develop academic support with current ODE initiatives (Value Added, OIP, OTES, alignment and New Learning Standards). Likewise, implementing Component-1 and Component-2 of this grant will add additional research-based quality resources to enhance effectiveness of transition and instruction. Additionally, communications through data sharing protocols will increase efficiency of student accountability. Moreover, the components will enable scalability of TCP4ELS best practices at the district and county level.

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.
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.

722,841.99 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The Straight A Fund Budget provides revenue to support the following component activities and staff counts: Component -1: PRESCHOOL TRANSITION Development Coordinator (Purchased services provided by Perrino & Associates) $70,000.00 Transition Development/Compliance Coordinator (TCESC oversight/technical support) $9,361.60 MultiMedia Publishing (software/equipment purchase/TCESC technical support) $15,000.00 Transition - Data sharing (document creation/copying/forms design/electronic support) $10,000.00 District Transition Fair Meetings ($250.00 per K classroom) $12,500.00 Module Managers (7 managers to oversee module design) $24,574.20 Facility Fees $2,000.00 Component-2: K-2 Instructional Literacy System Component Coordinator (Compliance) $10,531.80 Module Managers (3 managers to oversee module implementation) $10,531.80 Purchase K-2 LLI Kits $294,277.50 Purchase K-2 LLI Benchmark Kits $56,512.50 Purchase Heinemann K-2 LLI Training (2 sessions of 3 days each) $27,310.00 Purchase Heinemann K-2 Benchmark Training (1 session/day) $3,240.00 Data sharing protocols (document creation/copying/forms design/electronic support) $10,000.00 Substitute teacher and facility rental cost to host LLI and Benchmark trainings $45,450.00 TCESC Support Supervisory and Administrative Support (62 days @ $500 per day + fringe benefits, retirement, etc.) $ 37,446.40 Program Evaluation (Dr. Karen Larwin, Youngstown State University) $55,000.00 Fiscal Technical Assistance $29,106.19

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.

The yearly reoccurring cost to successfully sustain TCP4ELS is $42,637.50 and provide academic and shared resource benefits to over 8,100 students in our 19 consortium districts and partners. The yearly reoccurring cost per student is approximately $5.27. Component-1 PreK to K Transition System Yearly Reoccurring Costs: Each district will be responsible to fund the yearly Transition Night costs and materials (estimated at $125 per event, larger districts may hold more than one per year). Bloomfield $125.00 Bristol $125.00 Brookfield $125.00 Champion $250.00 Girard $250.00 Howland $500.00 Hubbard $375.00 Joseph Badger $125.00 LaBrae $250.00 Lakeview $250.00 Liberty $250.00 Lordstown $125.00 Maplewood $125.00 Mathews $125.00 McDonald $125.00 Newton Falls $250.00 Niles $500.00 Southington $125.00 Weathersfield $125.00 Component-2 K-2 Instructional Literacy System Yearly Reoccurring Costs: Yearly reoccurring costs are anticipated based on district size and teacher turn-over. New teachers each year will need to be trained in LLI (cost of $380 per teacher) and Benchmarking ($90 per teacher). Districts will need to pay for substitutes for 4 days of release time for teacher PD. Disaggregated by district: Bloomfield (1 teacher expected to be trained per year) $968.21 Bristol (1.25 teachers expected to be trained per year) $1,179.01 Brookfield (1.5 teachers expected to be trained per year) $1,439.82 Champion (2.5 teachers expected to be trained per year) $2,358.03 Girard (4.5 teachers expected to be trained per year) $4,094.45 Howland (7.5 teachers expected to be trained per year) $6,924.08 Hubbard (4 teachers expected to be trained per year) $3,822.84 Joseph Badger (1.5 teachers expected to be trained per year) $1,389.82 LaBrae (1.5 teachers expected to be trained per year) $1,414.82 Lakeview (4 teachers expected to be trained per year) $3,622.84 Liberty (4 teachers expected to be trained per year) $3,622.84 Lordstown (1.5 teachers expected to be trained per year) $1,389.82 Maplewood (1.5 teachers expected to be trained per year) $1,389.82 Mathews (1.5 teachers expected to be trained per year) $1,389.82 McDonald (1.5 teachers expected to be trained per year) $1,389.82 Newton Falls (2 teachers expected to be trained per year) $1,936.42 Niles (5 teachers expected to be trained per year) $4,716.05 Southington (1 teacher expected to be trained per year) $968.21 Weathersfield (1.5 teachers expected to be trained per year) $1,389.82

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

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

Yes

No - Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

598,986.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain why.
D) IMPLEMENTATION - Timeline, scope of work and contingency planning

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

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

Enter Implementation Team information by clicking the link below:

Add Implementation Team

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

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

17. Planning - Activities prior to the grant implementation

* Date Range August 2014 - November 2014

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

Component-1: PreK-K Transition System Module 1 Organize and contact community Pre-K and K services; plan strategies to establish and strengthen relationships between Pre-K and K stakeholders to inventory and align community resources; design and schedule initial meeting between all stakeholders, uniting and leveraging existing strategies to create a uniform county-wide Pre-K to K transition system; Module 2 Establish a county-wide common framework for resources; review and observe existing, successful Transition Fairs to align experiences and develop a county-wide Pre-K to K transition system framework and deployment strategy; coordinate scheduling of Transition Fairs for each individual district through the lens of the county-wide framework during the months of February/March; Module 3 Plan for the design of two-way communication forms to be utilized between Pre-K and K related to demographic, academic, social emotional, student support services (OT/PT, etc.); schedule site visits and dialogue between Pre-K and K teachers Module 4 Inventory current multimedia resources; design additional Early Learning and Developmental Standards tutorials, webinars and support tools for family stakeholders; Component-2: K-2 Instructional Literacy Program Module 5 Contact and schedule Heinnemann professional development for K-2 Benchmarking training Module
**18. Implementation - Process to achieve project goals**

* Date Range: August 2014 - April 2015

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

Component 1: PreK to K Transition System Module 1: Conduct initial meeting between all stakeholders, uniting and leveraging existing strategies to create a uniform county-wide Pre-K to K transition system; inventory available resources and alignment of community resources; continue meetings between all stakeholders, uniting and leveraging existing strategies to create a uniform county-wide Pre-K to K transition system; develop communication protocols for the alignment of available resources between the community and districts; maintain communication with other modules to ensure alignment through meetings, emails, phone calls, etc.; partners will attend transition fairs. Module 2: Recruit families through a variety of communication tools; conduct Transition Fairs in 19 school districts by deploying a county-wide common framework including community/school resources such as libraries, speech, vision, OT/PT screening, and social/emotional support; administer parent/family satisfaction surveys Module 3: Create and utilize common forms, such as demographic, academic, social emotional, student support services (OT/PT, etc.); establish two-way communication protocols between Pre-K and K for the sharing of the common forms. Module 4: Develop multimedia resources for Early Learning and Developmental Standards tutorials, webinars and support tools for family stakeholders. Component 2: K-2 Instructional Literacy Program Module 5: Recruit teachers for K-2 Benchmarking training and facilitate professional development, deliver LLI materials to teachers Module 6: Recruit teachers for K-2 LLI training and facilitate professional development, deliver LLI materials to teachers Module 7: Create and utilize communication forms in an effort to mitigate data gaps which result from K-2 student intra and inter district transfers. Interim Measurements: Share progress at TCESC’s monthly meetings with superintendents, administrators, and advisory board to inform and monitor component progress.

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

Component #1 Adherence to Transition Night county-wide framework. To mitigate barriers, Component #1 responsibilities shall be accomplished with fidelity and integrity. For example, work with Module 3 Managers to plan, create and utilize common, two-way communication forms; such as demographic, academic, social, emotional, student support services; establish two-way communication protocols between Pre-K and K for the sharing of the common forms; schedule site visits and dialogue between Pre-K and K teachers. Additionally, work with Module 4 Managers to inventory current multimedia resources; design and develop additional Early Learning and Developmental Standards tutorials, webinars and support tools aligned to the grant goals. Provide updates on the progress of thegrant during TCESC monthly meetings with superintendents/administrators. Component #1 manager will coordinate and schedule Transition Fairs for each individual district through the lens of the county-wide framework during the months of February/March; recruit families to attend Transition Fairs through a variety of communication tools Component 2: The largest barrier will be classroom implementation and monitoring of the Benchmark Assessments and Leveled Literacy Intervention with fidelity. District administrators shall assign staff to specific training dates and times as required by the terms and conditions of employment. Additionally, administrators will conduct classroom walkthroughs, utilize the LLI Fidelity Checklist, and monitor student benchmark achievement data.

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

* Date Range: October 2014 - June 2015

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

All data will be evaluated both formatively (quarterly) and summatively (end of year) during each year of the grant activities. Usage data will be tracked for all proposed program activities. Specifically, child/parent/family participation in services will be gathered, and will include parent satisfaction/perception data. Quarterly information will be tracked to measures the fidelity of the program delivery and effectiveness. These quarterly measures will be presented to the TCP4ELS advisory board and identified weaknesses will be addressed through improvement measures. Fidelity measures of the use of LLI will be collected by the reporting from regular administrative classroom walkthroughs. Overall program outcomes will be assessed in an effort to understand how the TCP4ELS has not only impacted the student achievement across Trumbull County Region, but in an effort to support the dissemination of all project components to educators and stakeholders across the State of Ohio. This program’s formative outcomes report will be rolled out every three months and summatively at the end of the grant period. Project milestones include: Component 1: design evaluation instruments, collect and analyze data for Transition Night protocols, PreK-K data sharing protocols, and in-district Transition Night Fair effectiveness. Component 2: design evaluation instruments, collect and analyze data to...
20. Describe the expected changes to the instructional and/or organizational practices in your institution.

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

Please enter your response below:

Component 1-Pre-K to K Transition System: The expected changes to the instructional and organizational practices through the Pre-K to K Transition System will: * Strengthen and build relationships between Pre-K and K transition system * Align county-wide common frameworks for resources such as libraries, speech, vision, OT/PT screening; and social/emotional support * Create two-way communication between Pre-K and K to monitor and assess student progress * Develop and utilize common forms for data (transition form from Pre-K to K) * Provide Early Learning and Developmental Standards tutorials, webinars and support tools for stakeholders, including families, to be accessed through TCESE website, in public libraries, doctors' offices and preschools. Component 2- K-2 Instructional Literacy Program: The expected changes to the instructional and organizational practices through the K-2 Instructional Literacy Program will: * Provide professional development and materials for teachers to individually assess student reading levels. Using benchmarking data gathered at the beginning of the year, reading groups will be formed to meet the needs of all learners at their current instructional levels. * Provide teachers with professional development and materials to implement LLI, a scientifically-based research program. * Utilize data-sharing protocols and forms county-wide which will enable districts and teachers to more efficiently instruct students at their literacy readiness level as they transition from one district/building to another.

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:

Nearly 60% of children in Ohio begin kindergarten ill-equipped to succeed in school, but students that participated in quality pre-K experiences had a significant advantage in their early literacy, language and math skills (Ohio Business Roundtable, 2010). These experiences have been shown to improve student performances on the third grade tests, to lower the retention rate by nearly 36%, and reduce the identification of special needs by 49% (Ohio Business Roundtable, 2010). The evidence of "good start" to schooling is influential to later well being. School readiness encompasses not only the children, but their school, community and family (Hair, Halle, Terry-Humen, Lavelle, and Calkins, 2006). Researchers at the National Center for Early Development & Learning Kindergarten Transition Project at the University of Virginia have identified 5 key principles to providing quality PreK transitions: Foster relationships as resources, promote continuity from PreK-K, focus on family strengths, tailor practices to individual needs, and form collaborative relationships (Kraft-Sayre & Planta, 2000). Our Component-1 Pre-K to K Transition System draws on these findings to strengthen the pre-K experiences in our feeder preschools by building and strengthening partnerships and communication with the public schools and social agencies. Transition Fairs and Multimedia resources will inform the parents and families of children of expectations and ideas for support at home regarding the transition into kindergarten. This will lead to an increase in student reading achievement. LLI is a well-researched reading intervention program that has demonstrated consistent results in raising student reading achievement at an accelerated pace. In grades K-2, students in an LLI program increased 1.5 benchmark levels up to 5.5 benchmark levels in 90 days, compared to gains of 1-3 benchmark levels for comparable students not receiving LLI (Center for Research in Educational Policy, 2009-2010). On average, LLI students (n=4,881) showed reading progress comparable to expected progress over 8 months in 17 weeks, or 4.2 months (Ward, 2009-2010). When implemented fully and with fidelity, 79.2% of students (n=1,118) were at or within two test reading levels of grade-level expectation at the end of 21 weeks (Ward, 2009-2010). LLI is shown effective regardless of school settings, student race, gender, and economically diversity (Center for Research in Educational Policy, 2009-2010; Ward, 2009-2010; Center for Research in Educational Policy, 2013). Implementing Component-2 will lead to an increase in student reading achievement. Increasing student reading achievement will allow more students to progress through the K-2 literacy program on-track, thereby relieving districts of the need to hire additional teaching staff to support students not-on-track and/or retained in any K-2 classroom. This leads to a logical spending reduction in the five-year fiscal forecast.

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.

Dr. Karen Larwin from Youngstown State University's Department of will be responsible for the external evaluation of this grant. Her contact information is 330-941-2331; khlarwin@ysu.edu; Youngstown State University Beeghly College of Education One University Plaza, Youngstown, OH 44555.

* 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 Component-1 Pre-K to K Transition System will be evaluated in an effort to discover if early literacy partnerships and transition fairs are having measurable impact on student preparedness for kindergarten entry. This data will be tracked across all participating districts and will be assessed with consideration to student ages (birthdate), race, and socio-economic status. If measurable impacts are not identified, the TCP4ELS advisory board will provide guidance for implementation of additional interventions to ensure that gains are realized. For Component-2, fidelity measures of the use of LLI will be collected by the reporting from regular administrative classroom walkthroughs and analysis of benchmarking data. It is expected that grant activities will result in statistically significant student reading achievement gains across the grant period and that the Third Grade Reading Guarantee will be fully realized for students in the TCP4ELS. Overall outcomes will be assessed in an effort to understand how the TCP4ELS has not only impacted the student achievement across Trumbull County, but in an effort to support the dissemination of project modules to stakeholders across Ohio. All data will be evaluated both formatively (quarterly) and summatively. The evaluator's approach is best described as a CIPP model of evaluation (Stufflebeam, 1999). CIPP is a holistic evaluation approach that examines the context, inputs, processes and products (outcomes) of all activities and initiatives. Through this approach, the lessons learned, including implementation and outcomes of the TCP4ELS impact on the education of PreK-2 grade students in Trumbull County can provide comprehensive direction to stakeholders/educational providers.

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

The impact of Components 1 and 2 shall be evaluated utilizing all available baseline academic measures, including but not limited to prior year kindergarten pre-screening data, newly deployed Kindergarten Readiness Assessment, locally designed assessments/screeners, prior year student achievement results, frequency of intervention services across K-2 grade levels, etc., across the grant period to track measurable changes. These changes can be assessed for each participating district at individual grade levels, and will be assessed across racial and socio-economic groups. Data will be tracked each quarter. If measureable impacts are not identified during any quarter, a needs analysis will be conducted. The TCP4ELS Advisory board shall review the findings and make necessary module revisions and/or refinements to ensure component project objectives are met.

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 responsive below.

The long-term substantive value of the Trumbull County Partnership for Early Literacy Success (TCP4ELS) is a potential county-wide change in cultural expectations for Trumbull County's children. County-wide transition fairs, data sharing, and social-service partnership can facilitate the successful transition of Trumbull County's children's entry into kindergarten and transition as students move throughout the county-area schools, so that students do not lose academic momentum because of student mobility. Additionally, the proposed project continues to provide support for K-2 grade students so that all students will have level-appropriate literacy by the completion of third grade. Component-1 PreK to K Transition System seeks to link partnerships across the pre-schools, kindergarten, social services to serve children and families of preschoolers so there will be less overlap and redundant efforts, potentially saving money while providing pre-K children and their families with supports needed to be academically prepared. Ultimately, cooperative services: "can be used to identify specific learning needs early so that children can begin intervention services prior to K-entry, "can provide needed early intervention for delayed development or delayed academic preparedness," can provide schools with data sharing information to help with services/fiscal planning needs for upcoming years," can facilitate the development of pre-K children/parent support groups that can empower families effectively participate in their child's preparation by providing a home that reflects the literacy rich culture of the community and the student's formal education. Component-2 K-2 Instructional Literacy System: Impacts children and families of K-2 graders so that ALL third grade students will fulfill the Third Grade Reading Guarantee. "Teacher professional development will provide educational professionals with the necessary training, support, and resources to successfully implement the LLI. "Teachers will have county-wide support in using resources and assessment data to target LLI to best meet students' needs and respond to any obstacles that develop. "Teachers will be part of a county-wide community of educators who can offer LLI curriculum to all K-2 grade students as they move to different schools throughout the Trumbull County community. In February, 2014, districts provided the following K-3 data indicating 1,302 students were not-on-track. By increasing the number of students on-track, the need for districts to hire additional teaching staff to support students not-on-track and/or retained in any K-2 classroom shall be reduced. Research shows students who are reading on-track in third grade, enjoy greater academic reading success in their future. To continue the TCP4ELS after the grant period, the following strategies shall be deployed: Component #1: Transition nights shall continue through the effective use of the county-wide protocols (web based/multimedia resources and strategic community partnerships). Component #2: Due to teacher turn-over districts, through a shared-service model with the Trumbull County ESC, will be the LLI and Benchmarking program by providing professional development services for new K-2 teachers.

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

Yes

No

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

* Explain your response

The Component-1 Pre-K to K Transition System resources (i.e., inventory of community resources, transition fair materials, data sharing forms, multimedia resources for Early Learning and Developmental Standards, etc.) and Component-2 K-2 Instructional Literacy Program resources created locally (i.e., data sharing forms and protocols for transient students) will be hosted through the TCESC website and linked on all local stakeholder websites. These resources will be publicly available. Other districts in Ohio could easily access and immediately begin to use/share the multimedia resources for ELDS with their Pre-K stakeholders, as well as the data sharing protocols and forms from Components 1 and 2. The Component-1 Pre-K to K community resources inventory and transition fair materials will be specific to what is available within Trumbull County, but interested districts could utilize this information as a starting point to contacting their own corresponding community resources and model for their transition fairs.

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 accept: Stan Watson, Superintendent Pam McCurdy, Curriculum Director Liberty Local Schools 4/17/2014
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| Jaclyn     | Rausch    | TCESC Supervisor of English Language Arts, Gifted and Talented      | -Recruit and select qualified Module Managers for Modules 5, 6, and 7  
-Work with Module 5 Manager to schedule, hold, and assess one day Heinemann Fountas & Pinnell training on benchmark assessment for 50 participants; order Benchmarking kits for all districts  
-Work with Module 6 Manager to schedule, hold, and assess three day Heinemann Fountas & Pinnell training on LLI for 30 participants; order LLI kits for all districts  
-Work with Module 7 Manager to coordinate the development of common data-sharing protocols related to benchmarking and LLI  
-Work with Module 7 Manager to produce, explain, and distribute data-sharing forms to the 19 consortium districts  
-Provide updates on the progress of the grant Component-2 during TCESC monthly meetings with superintendents and administrators.  
-Operationalize and monitor fidelity of Modules 5, 6, and 7 | -Doctor of Philosophy Student, Pre-K-12 Education Administration: Curriculum, Instruction, and Professional Development  
-Master of Science in Education, K-12 Reading Specialist, K-12 Gifted Education, K-12 Computer Technology  
-Bachelor of Science in Education, Early Childhood Education (Age 3 - Grade 3) | -Grant writer and administrator of TCESC Ohio's Early Literacy and Reading Readiness Grant: facilitated professional development by a national trainer for 40 teachers and 8 module managers for the reading component of the teaching and monitoring tool; collected work from module teams according to the timeline; revised, edited and formatted work for online publication of the Teaching and Monitoring Tool; planned and facilitated roll-out meetings of the grant reading products; administered surveys to evaluate teacher and principal feedback on and use of the Teaching and Monitoring Tool -Past Title 1 remedial reading teacher for grades K-4 -Past adjunct faculty member for Kent State University undergraduate teacher candidates: Emerging Literacy course -Past adjunct faculty member for Youngstown State University graduate course: Literacy and Phonics Instruction: Early Years; and undergraduate courses: Developmental Reading Instruction and Literature Strategies, PK-9 and Assessment and Instruction in Reading, PreK-9 -Grant assistant for Reading First Grant through Youngstown State University, Youngstown |
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<td>Pam Perrino</td>
<td>Early Childhood Advocate/Educational Consultant for The Raymond John Wean Foundation</td>
<td>Master of Science in Education and Allied Professions: Early Childhood Leadership and Advocacy -Bachelor of Arts: Elementary Certification and Speech and Hearing Science</td>
<td>-13 years of experience as preschool teacher -14 years of experience as early childhood advocate/educational consultant -Certified as a train the trainer by the Center on Social and Emotional Foundations for Early Learning</td>
<td>-Member of Early Childhood Coordinating Committee for Trumbull County Help Me Grow Program - Member of the Ohio Professional Development Committee -Planned and implemented the Eastern Ohio Partnership for Education Kindergarten Readiness Sums; attended by more than 100 professionals - Member of the CAYL Cohort; focused on working with elementary principals to understand the early childhood field and explore their role in supporting transitions - Early Childhood Consultant and Mentor for Quality Enhancement Grant, Child Care Connection -Creating and implementing a curriculum to engage early childhood professionals in mastering and applying the Ohio Early Learning and Content Standards -Adjunct Professor; Advocacy in Early Care and Education -Early Childhood Advocate and Consultant, Perrino Consulting - Worked on behalf of a variety of projects to enhance and improve quality care centers in the Mahoning Valley. - Mobilize organizations in Mahoning and Trumbull counties working in early care and education in collaboration with the Raymond John Wean Foundation -Supervise Youngstown State University's Reading Specialist masters' program</td>
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teachers - Work with Module 4 Managers to inventory current multimedia resources; design and develop additional Early Learning and Developmental Standards tutorials, webinars and support tools aligned to the grant goals - Provide updates on the progress of the grant during TCESC monthly meetings with superintendents/administrators - Operationalize and monitor fidelity of modules 1, 2, 3 & 4

University students during preschool clinical: observed and guided students in their progress toward developmentally appropriate practices - Director of Trumbull Memorial Hospital Preschool and Daycare - Ohio Professional Development Committee; member of writing team for Ohio’s Early Childhood Core Knowledge and Competencies and Instructor Guide documents - Served as OAYC Infant and Toddler Co-chair - Founded and Chaired the Infant and Toddler Committee for Trumbull-Mahoning-Columbiana AEYC - Served on the Early Childhood Education Advisory Committee for the Trumbull County Joint Vocational School

Dr. Debra Gratz
Principal of Prospect Elementary School in Girard City Schools

Work with Component-1 Coordinator and Module Managers to: - organize and contact community Pre-K and K services; plan strategies to establish and strengthen relationships between Pre-K and K stakeholders to inventory and align community resources; develop communication protocols for the alignment of available resources between the community and districts; design, schedule and hold meetings with all stakeholders to create a uniform Pre-K to K transition system; maintain communication with other modules to ensure alignment through meetings, emails, phone calls, etc. - establish a county-wide common framework for resources such as libraries, speech, vision, OT/PT screening, and social/emotional support; review and observe existing, successful Transition Fairs to align experiences and develop a county-wide Pre-K to K transition system framework and deployment strategy; coordinate scheduling of Transition Fairs for each individual district through the

- Doctorate in Educational Leadership (Ed.D) - Master of Science in Education - Elementary Administration - Bachelor of Science in Education - Elementary Education 1-8 - 27 years of experience as a building principal - 8 years of experience as a teacher

- Grant writer of TCESC Ohio’s Early Literacy and Reading Readiness Grant and module manager for Formative Instructional Practices component; recruited, selected, and supervised 32 teachers to develop student friendly "I Can" statements, essential questions, key vocabulary, and proficiency scales for each of 125 K-3 reading standard statements for the Teaching and Monitoring Tool according to the timeline; planned and facilitated roll-out meetings of the grant reading products - Established a Preschool Committee comprised of administrators from the feed preschools, social agencies and school personnel from Girard City Schools to build positive partnerships for kindergarten transition - Led pilot of
lens of the county-wide framework during the months of February/March; recruit families to attend Transition Fairs through a variety of communication tools - plan, create and utilize common, two-way communication forms; such as demographic, academic, social emotional, student support services; establish two-way communication protocols between Pre-K and K for the sharing of the common forms.; schedule site visits and dialogue between Pre-K and K teachers - inventory current multimedia resources - operationalize and ensure grant compliance of modules 1, 2, 3, & 4

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<tr>
<th>Pamela McCurdy</th>
<th>Curriculum Director for Liberty Local Schools</th>
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<td>-Lead applicant -Recruit, select and supervise Component Coordinators - Communicate and coordinate with grant leadership team, consortium district administration, and TCESC for the duration of the grant - Oversee entire grant process to provide guidance and ensure compliance - Sustain leadership to monitor scope of work according to established timelines - Provide updates on the progress of the grant during TCESC monthly meetings with superintendents/administrators - Create improvement measures to address identified weaknesses based on the quarterly evaluation measures presented to the TCP4ELS advisory board by the grant evaluator - Ensure compliance with the Governing Board of the Straight A on grant agreements, such as requests for additional information in the form of data, surveys, interviews, focus groups and any other related data</td>
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<td>-Master of Science in Education, Reading Specialist K-12 - Bachelor of Science in Education, Elementary Education 1-8 - 15 years of experience as an elementary teacher - 3 years of experience as a curriculum director</td>
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<td>-This leadership team received an Early Literacy and Reading Readiness Grant and was able to successfully plan, develop, and manage the scope of work for the proposed K-3 Teaching and Monitoring Tool in an effective and efficient manner. This included recruiting and managing 8 module managers and 40 K-3 teachers to work in 4 modules, including Formative Instructional Practice, Intervention, Community Partnerships, and Evaluation. This team successfully completed each component according to the proposed timeline. The main scope of work was developing student friendly &quot;I Can&quot; statements, essential questions, key</td>
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vocabulary, proficiency scales, and research-based intervention/enrichment strategies for each of 164 K-3 Reading and Writing standard statements. Community partnerships were established with resources and field trips available for K-3 to enhance literacy instruction. The work was rolled out to teachers in 4 evening sessions, of which about 250 teachers attended without pay.

Module manager for Intervention component of Early Literacy and Reading Readiness Grant; recruited, selected, and supervised 6 teachers to locate and select multiple research-based intervention strategies for each of 125 K-3 reading standard statements; planned and facilitated roll-out meetings of the grant reading products.

Federal and State Grant Coordinator managing the CCIP - Initiated Leveled Literacy Intervention (LLI) Program for K-3 students in district - Initiated Reading Recovery Program for grade 1 students - Co-plan family literacy nights for EJ Blott Elementary School - Program Coordinator for district Resident Educator Program - Coordinate university clinical placements, including conducting orientation and monthly seminars for student teachers - Internal facilitator for the OIP, including facilitating leadership teams across the district - Plan/organize PD for 110 certified & 80 classified staff members - Co-coordinate preschool program, including PD.
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<th>Experience</th>
<th>Responsibilities</th>
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<td>Dr. Robert Marino</td>
<td>Assistant Superintendent, Trumbull County Educational Service Center</td>
<td>Doctorate in Educational Leadership (Ed.D) - Master of Science in Education - Bachelor of Science in Education - Bachelor of Arts in Education</td>
<td>8 years of administrative experience - 6 years of elementary teaching experience</td>
<td>Recruit, select and supervise Component Coordinators - Communicate and coordinate with grant leadership team, consortium district administration, and TCESC for the duration of the grant - Oversee entire grant process to provide guidance and ensure compliance - Sustain leadership to monitor scope of work according to established timelines - Provide updates on the progress of the grant during TCESC monthly meetings with superintendents/administrators - Create improvement measures to address identified weaknesses based on the quarterly evaluation measures presented to the TCP4ELS advisory board by the grant evaluator - Ensure compliance with the Governing Board of the Straight A on grant agreements, such as requests for additional information in the form of data, surveys, interviews, focus groups and any other related data. - Doctorate in Educational Leadership (Ed.D) - Master of Science in Education - Educational Administration - Bachelor of Science in Education - Elementary Education - 8 years of administrative experience - 6 years of elementary teaching experience</td>
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<td>Ann Marie Thigpen</td>
<td>Assistant Superintendent/Curriculum Director for Howland Local Schools</td>
<td>Master of Science in Education, K-12 Educational Administration - Bachelor of Science in Education, Elementary Education - K-8 Principal Certificate - Superintendent License - 4 years of experience as an elementary teacher - 10 years of experience as an elementary principal - 6 years of experience as an assistant superintendent/curriculum director</td>
<td>8 years of administrative experience - 6 years of elementary teaching experience</td>
<td>Recruit, select and supervise Component Coordinators - Communicate and coordinate with grant leadership team, consortium district administration, and TCESC for the duration of the grant - Oversee entire grant process to provide guidance and ensure compliance - Sustain leadership to monitor scope of work according to established timelines - Provide updates on the progress of the grant during TCESC monthly meetings with superintendents/administrators - Create improvement measures to address identified weaknesses based on the quarterly evaluation measures presented to the TCP4ELS advisory board by the grant evaluator - Master of Science in Education, K-12 Educational Administration - Bachelor of Science in Education, Elementary Education - K-8 Principal Certificate - Superintendent License - 4 years of experience as an elementary teacher - 10 years of experience as an elementary principal - 6 years of experience as an assistant superintendent/curriculum director</td>
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- Grant writer of TCESC Ohio's Early Literacy and Reading Readiness Grant and module manager for Formative Instructional Practices component; recruited, selected, and supervised 32 teachers to develop student friendly "I Can" statements, essential questions, key vocabulary, and proficiency scales for each of 125 K-3 reading standard statements for the Teaching and Monitoring Tool according to the timeline; planned and facilitated roll-out meetings of the grant reading products - Federal and State Grant Coordinator managing the Comprehensive Continuous Improvement Plan, CCIP - Plan/organize professional development opportunities for 200 certified and 160...
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| Bryan O'Hara | Director of Curriculum and Instruction, Trumbull County Educational Service Center | - Recruit, select and supervise Component Coordinators  
- Communicate and coordinate with grant leadership team, consortium district administration, and TCESC for the duration of the grant  
- Oversee entire grant process to provide guidance and ensure compliance  
- Sustain leadership to monitor scope of work according to established timelines  
- Provide updates on the progress of the grant during TCESC monthly meetings with superintendents/administrators  
- Create improvement measures to address identified weaknesses based on the quarterly evaluation measures presented to the TCP4ELS advisory board by the grant evaluator  
- Ensure compliance with the Governing Board of the Straight A on grant agreements, such as requests for additional information in the form of data, surveys, interviews, focus groups and any other related data. |
|            |                                               | - Lead grant writer and administrator of TCESC Ohio's Early Literacy and Reading Readiness Grant  
- Facilitated professional development by a national trainer for 40 teachers and 8 module managers for the reading component of the teaching and monitoring tool  
- Primary TCESC leadership responsibility for communication with consortium districts' superintendents, principals, and teachers (i.e., monthly superintendent and principal meetings, professional development opportunities, etc.)  
- Designed and created monthly Formative Instructional Practices using a Guaranteed and Viable Curriculum supported by data driven decision making in a school with 1,600 students;  
- Adjunct Instructor; Mathematics Curriculum K-12, Early Childhood Education  
- Coordinated, designed, and facilitated over 300 hours of professional development for faculty and administrative staffs at district and building levels related to classroom best practices  
- Collaboratively designed and implemented the initial process to administer Common Assessments over 23 core and elective courses  
- Active member of district and building Ohio Improvement Process (OIP) teams  
- Advanced Placement (AP) and |

| Dr. Karen Larwin | Assistant Professor, Youngstown State University and Owner, REM Consulting | Karen Larwin will serve as an independent evaluator for this grant. Her responsibilities will include all aspects of evaluation, including the organization and analysis of all quantitative and qualitative data for both formative and summative reporting. These activities will include verifying reliability and validity of all data collected as well as fidelity verification of service delivery. Dr Larwin will provide write and present formative and summative reports and will work with leadership team on recommendations for program improvement. | Karen Larwin, PhD. acquired her Ph.D. from Kent State University in Evaluation, Measurement, and Statistics in 2007 | Dr. Larwin currently serves as a professor at Youngstown State University. She has participated as the evaluator on multiple federal and statewide grant supported projects over the past decade. Her primary teaching focus is in the area of research methods, quantitative methods, evaluation, and measurement. She is currently the Lead Chair for the American Evaluation Association's Quantitative Methods: Theory and Design TIG. Dr. Larwin has been a program evaluator for more than a decade. She has worked on a number of large federal and state grants through the Federal Department of Health and Human Services, the National Science Foundation and the Ohio Commission on Minority Health. |