

Budget

North Point Educational Service Center (125690) - Erie County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (106)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
<b>Instruction</b>		0.00	0.00	208,800.00	1,119,153.00	593,539.00	0.00	1,921,492.00
<b>Support Services</b>		143,156.00	58,029.00	318,986.00	4,917.00	0.00	0.00	525,088.00
<b>Governance/Admin</b>		0.00	0.00	125,939.00	0.00	0.00	0.00	125,939.00
<b>Prof Development</b>		0.00	0.00	322,156.00	30,500.00	0.00	0.00	352,656.00
<b>Family/Community</b>		0.00	0.00	25,000.00	324,240.00	0.00	0.00	349,240.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		143,156.00	58,029.00	1,000,881.00	1,478,810.00	593,539.00	0.00	3,274,415.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-3,274,415.00

Application

North Point Educational Service Center (125690) - Erie County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (106)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
It Takes a Community to Raise a Reader

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

Project PREPARE includes: Professional development using Research-based instruction and Electronic tools to Prepare educators to Actively enhance Reading achievement for our Early Learners. The goal of this massive regional collaborative is to positively increase the number of students who not only meet, but exceed the reading requirements of the Third Grade Reading Guarantee each year. Project PREPARE incorporates systematic enhancements for teachers, building administrators, and parents to ensure ALL students are on the proper track for long term literacy achievement and life long learning.

*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.*

6860 3. Total Students Impacted:

*This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.*

4. Please indicate which of the following grade levels will be impacted:

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

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

First Name, last Name of contact for lead applicant  
Andrea Smith

Organizational name of lead applicant  
North Point Educational Service Center

Address of lead applicant  
1210 E. Bogart Road; Sandusky, Ohio 44870

Phone Number of lead applicant  
419-627-3947

Email Address of lead applicant  
asmith@npesc.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

Extensive research exists indicating that a pattern of school failure starts early & persists throughout a child's school career (Strickland 1998). Longitudinal studies show that there is an almost a 90% chance that a child who is a poor reader at the end of grade 1 will still be a poor reader at the end of grade 4. This achievement gap continues to widen as poor readers advance through their academic programs (Juel, 1998). Currently, 23% of all K-3 students (a total of 1,568 students) in the 15 districts of the consortium are identified as "not being on track" based on grade level reading achievement indicators. This is approximately one out of every four students in the region's schools. Each district is currently working in isolation to combat this significant achievement issue. By leveraging resources, harnessing collaboration, & sharing services, this massive regional early literacy reform effort will capitalize on advancements made in pockets throughout the region & bring about systematic reform efforts across the consortia. To target this literacy achievement problem, a network of 15 school districts in NPESC's region have collaborated to develop Project PREPARE. This initiative incorporates several innovations which have been effectively used in some of the districts & will become part of the design employed by educators, building administrators, & parents to positively affect student achievement in the areas of early literacy. The common phrase "It takes a village to raise a child" has been given a new purpose with Project PREPARE. Evidence-based research in education has found that it takes a comprehensive, multi-faceted approach to ensure that each child is successful with reading acquisition (Cunningham & Stanovich, 1997). For this reason, Project PREPARE's underlying philosophy is: "It Takes a Community to Raise a Reader."

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

Project PREPARE has identified essential strategies & reforms for each critical partner in this community approach...educators, administrators and parents...to ensure that ALL students are not only "on track" but also excel as readers. The target population for Project PREPARE includes 6,860 students from 15 rural, suburban and urban school districts spanning 4 counties. One elementary building in the region has made large scale changes over the past 5 years and has seen dramatic improvements in reading achievement in gr. K-3. As a result of this building's successes, an Early Literacy grant was written and funded in 2013 to begin to implement an evidence-based program, Foundations, which is also one of the programs utilized by the successful elementary building. The grant allowed many teachers to receive Foundations training & materials for levels K-2 in the 2013-14 school year. This was the first time a large scale literacy initiative was attempted in the NPESC region. It was a successful experience & laid the foundation for a larger expanded regionalized effort, Project PREPARE, to be developed to improve reading achievement. Project PREPARE incorporates 3 pillars into its program. The first important pillar of Project PREPARE revolves around professional development for educators. Key innovations include: 1) Identification & training of 4 regional facilitators to provide sustained support & in-district coaching for the research based interventions selected to be in the RtI systems in each district; 2) Development of "Literacy Academies" for teachers identified through the OTES evaluation process and/or based on student achievement deficits to attend high quality professional development sessions with trained literacy coaches; 3) Establishment of Professional Learning Communities which will train teachers in "data to inform instruction" & build a consortium bank of model lessons that match Common Core standards & address higher level comprehension strategies which can be used for differentiated instruction; 4) Training all teachers on researched based reading programs; 5) Training & materials for Intervention Specialists on the Wilson Reading System for Tier 3 Intervention for students requiring intensive reading intervention; 6) Providing access to an electronic library of leveled reading materials for teachers to differentiate reading based on students' instructional levels & provide access to other online reading applications to support fundamental reading skills. The second pillar of Project PREPARE focuses on building principals. Key innovations for this group include: 1) Providing high quality PD and technical support for the establishment of RtI systems to address literacy deficits. Technical support will be provided by a current principal from a "High Progress School of Honor" with extensive experience in the RtI process, 2) Providing RtI Certification Training for all principals to allow them to provide additional training & support in RtI in their buildings & districts; 3) Providing training for principals to assist with OTES evaluation to identify & support high quality literacy instruction. The third pillar of Project PREPARE focuses on parents & caregivers. Innovations for parents include: 1) Providing virtual workshops & on site workshops to give them strategies to assist children their in key literacy areas, 2) Providing electronic leveled readers & web based applications for parents to use at home or their public library with their children to support literacy development, 3) Developing a web-based parent portal to serve as a "one stop shop" to access online literacy resources & strategies. As a result of the 3 pillars of key innovations, students will receive the following: 1) High Quality, Tiered Balanced Literacy Instruction; 2) Tiered interventions for reading; 3) Technology to access web-based leveled readers, literacy programs, & applications to advance reading skills for ALL students.

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.)

As a direct result of Project PREPARE's many innovations, a minimum of 5% more students will meet or exceed the demands of the Third

Grade Reading Guarantee annually. Additionally, there will be a decrease in the number of students requiring RIMP plans for reading support and intervention in each district in grades K-2 annually. These student achievement gains will be realized by multiple factors: 1) Improved balanced literacy instruction for ALL K-3 students will exist as a result of the variety of high quality professional development opportunities personalized for each teacher based on individual needs identified through the OTES system; 2) Regional collaboration in the form of professional learning communities and the creation of online resources and model lessons to connect teachers throughout the region; 3) Access to new online leveled reading material to match literary texts to each individual student's instructional reading levels; 4) Increased intervention options supported by a functional RtI system in place in each school in the consortia; 5) Increased resources for parents to provide them assistance to aide their children outside of the school day.

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

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

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.)

Project PREPARE is an expansive, broad scale initiative spanning across fifteen districts in a four county area. Many of these adjacent school districts deal with student mobility issues. A unified approach to balanced literacy instruction and intervention supports in grades K-3 will enable stability for students as they transition, minimizing instructional gaps. As a result of the consortium approach, cost savings will be realized due to bulk pricing for instructional materials, software, and equipment. Project PREPARE will impact a total of 302 teachers serving 6,860 students across the region. The scalability of this multi-district approach is a disruptive innovation that has not occurred previously in this region. The consortium, with the assistance of the coaches and members of each district, will build a virtual library of model lessons in balanced literacy which will be available for use by principals and coaches for assisting teachers in understanding and implementing new reading techniques in their classrooms. Additionally, by pooling together as a united group, much more high quality professional development opportunities will be made possible. These opportunities will personalize professional development to each teacher's instructional needs as identified by principals using the OTES evaluation system and professional growth plans. Building principals will serve a critical role in matching teachers for the myriad of professional development opportunities Project PREPARE will provide. As a result of a shared services model, the professional development plan is not a "one size fits all model," but a truly diverse menu of offerings all related to high quality literacy instruction based on the five keys areas (Phonemic Awareness, Phonics, Fluency, Text Comprehension and Vocabulary) of the National Reading Panel and the researched-based programs of Wilson Foundations, Wilson Reading System, Earobics, and Response to Intervention (RtI) systems. Most importantly, the consortium will allow Project PREPARE to leverage resources to promote creativity and collaboration across the fifteen districts in the region. Teachers will develop and maintain strong networks through the establishment of professional learning communities. The developed online bank of web-based model lessons aligned to Common Core English Language Arts standards and posted to a web portal like iTunes U will ensure that teachers have access to high quality, rigorous lessons. Regional facilitators will continue to meet to collaborate, share and exchange ideas, and challenge teachers to continue to grow and improve. Additionally, principals will realize improvements in their instructional leadership and will continue to meet, exchange ideas and grow in their professional learning community.

10. Which of the following best describes the proposed project? - (Select one)

New - never before implemented

Existing: Never implemented in your community school or school district but proven successful in other educational environments

Mixed Concept: Incorporates new and existing elements

Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

\* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

\* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

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

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

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil

expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

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

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

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

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

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

3,274,415.00 State the total project cost.

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

Salaries & Benefits: 1) A project manager will be hired for one year at a cost of \$127,565; 2) Fiscal costs have been assessed at \$125,939; 3) Two literacy coaches will be hired for a total of 72 days to plan & deliver Literacy Academies for K-2 teachers at a cost of \$64,800. Purchased services: 1) A contract with BCS Schools for 20% of the principal's salary to provide technical assistance for one day per week to set up RtI structures will cost \$28,422; 2) Substitute costs & summer stipends are budgeted at \$154,800; 3) Consultants for Foundations 2 & 3 training, coaching visits, Implementation & Progress Monitoring training & Regional Facilitator training is budgeted at \$66,800; 4) Wilson Language Training will provide training for Intervention Specialists working with students in need of the most intensive, Tier 3 intervention at a total cost of \$64,800; 5) The Lead & Learn division of HMH will provide workshops to meet the diverse needs of teachers: "Elements of Balanced Literacy Instruction," "Implementing & Managing Small Group Reading Instruction" & "Reading Comprehension Across the Curriculum." Each workshop has a limit of thirty participants so to offer each workshop 8 times will cost \$84,000; 6) The Lead & Learn division will provide 2 workshops for principals. These multi-day workshops are "Power Strategies for RTI" & "Leaders Developing Leaders: The Role of the Instructional Leader" for \$21,403; 7) The Lead & Learn division will provide RtI Certification for 15 principals for \$45,000; 8) NWOET will create videos of quality literacy lessons for \$30,000; 9) Travel reimbursement for the RtI consultant is budgeted at \$2000; 10) The Center for Assessment & Evaluation Services will be the external evaluator. They will create protocols, instruments, recommend assessment & benchmarks & train partners on the data collection process for the 6-year Evaluation Plan at a cost of \$211,944; 11) BGSU's Reading Center will create virtual parent workshops & web-based resources for a cost of \$25,000. Supplies & Materials: 1) Wilson Foundations student consumable workbooks for a cost of \$25,542; 2) Foundations Level 2 & 3 instructional kits for thirty teachers at each level is \$89,694; 3) General supplies & professional literature for teachers attending the Literacy Academies is \$25,500; 4) The complete Wilson Reading System Starter Kits & student notebooks is \$8,877; 5) \$6,800 is budgeted for supplies for RtI support & workshops; 6) Printed teacher & classroom materials for the Earobics program is budgeted at \$341,445; 7) The Earobics intervention program will be purchased for students on RIMP plans. Six year licenses will be purchased & can be transferred to meet the needs of the students requiring intervention annually. The cost for the Earobics & onsite professional development for teachers is \$349,385; 8) A 6 year subscription to eBookroom K-3 (an eReader Leveled Reading Library available through HMH) will be purchased for 302 teachers at a total cost of \$235,560. Each teacher's license will allow him/her to assign personalized leveled reading material for up to 30 students. This allows for differentiation of instruction utilizing electronic resources; 9) Six year transferrable licenses will be purchased for "Smarty Ants Reading World.. This adaptive virtual world will be accessible both at school & at home for students at cost of \$324,240. This will be purchased for K & 1 students & 2nd grade students on RIMP plans; 10) All teachers will have a 6 year licenses for Educational Impact, an online PD & learning management system at a cost of \$212,520. Capital Outlay: 1) Chromebooks will be purchased for all students on RIMP plans to access the online programs and the eBookroom library. A total cost of chromebooks, charging stations, mice, headphones, device management & deployment is \$593,539.

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.

The costs to maintain and sustain Project PREPARE will be minimal due to advanced planning and detail in the project's development. The additional costs to each district to maintain Project PREPARE are limited to these two items: -Replacement of Chromebooks for students will be needed as the typical lifespan for new technology is 3 years. After year three, a replacement program will be sustained by each district. The Financial Impact Table and explanations prepared by each district dictate how replacements will be handled. -Additionally, there will be minimal costs for student consumable workbooks for the Wilson Foundations program annually. Each district has outlined their replacement plan in their Financial Impact Table and explanations. The remaining grant initiatives and an explanation for why these costs are NOT recurring for the districts is as follows: -Six year perpetual licenses for the online electronic resources (Earobics Intervention Program, Smarty Ants Reading World, eBookroom's Leveled Reading Library, and Educational Impact's online professional development suite for educators) have been purchased, thus eliminating recurring costs for these innovative resources for the districts. -The grant manager position is needed

only for the implementation year to ensure grant fidelity. This position and the fiscal administrative costs will be eliminated after the grant year. -The Literacy Consultants for the Literacy Academies and the consultant for the RtI Technical support are needed only for the implementation year. The Literacy Academies will address teachers with current needs in reading instruction. As new teachers enter the consortia districts, they will be partnered with an effective mentor under the district's Resident Educator program eliminating the need for additional Literacy Academies for educators. New elementary principals in the consortia will be mentored through North Point Educational Service Center's Entry Year principal program. These new principals will be assigned a mentor within the consortia with RtI certification. -Project PREPARE will identify and train four teachers (one for each level K-3) in the region to become regional reading facilitators. These new regional facilitators will be ready by year two and beyond to provide Wilson Foundations training to any newly hired teachers in the consortia schools. After the grant year, the districts should have an adequate supply of instructional kits which are durables and can be used year after year. These kits and materials will be passed onto new teachers as teachers in grades K-3 in the region gradually retire or move grade levels. The Regional Facilitators will provide coaching days to new teachers in the region in years two - six. The only expense to this process may be substitute costs but districts have committed to the use of Title IIA professional development funds to cover these minimal expenses. -The Professional Learning Communities established during the grant year will be able to be maintained with the purchase of the six year subscription to Educational Impact. Custom courses in this learning management system will be created that will connect all teachers in the region electronically to access online resources including the high quality lesson videos, an online notebook for blogging and collaborating, and a space to upload and share resources. The teacher PLC's meetings will be held quarterly after school so no sub costs. -The elementary principals will remain connected after the grant year as North Point ESC has recently established an Elementary Principals Network. All elementary principals in the 15 districts involved in the grant have been active participants in the network this year. NPESC's Regional Director facilitates these network meetings. She is a current state OTEs trainer and has committed to hosting these network meetings for principals indefinitely as a regional service at no expense to districts.

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.*

664,023.00 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

Savings due to bulk purchasing is made up of the following elements: Earobics intervention program online six year licenses savings = \$108,360 Educational Impact teacher licenses bulk pricing savings = \$73,920 eBookroom savings for six year licenses = \$235,560 Smarty Ants Reading World six year licenses savings = \$130,032 Chromebooks bulk pricing savings = \$116,151 Districts will be able to repurpose dollars budgeted for intervention services for grades K-3 reading as a result of Project PREPARE. Three research-based, high quality intervention programs (Foundations, Earobics and Wilson Reading System) will be purchased and all professional development will be provided to ensure these programs are implemented into newly established RtI structures. As students are receiving higher quality literacy instruction, research-based interventions, and more support at home with provided resources, the need for additional intervention support for these grade levels will diminish in each district. This will allow the districts to use funds budgeted for Kindergarten through Third Grade reading intervention for other grades and/or subject areas or eliminate the positions altogether thus resulting in more savings.

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.

As mentioned in question #13, a majority of the costs associated with this grant project are one-time costs for capacity-building, professional development, and instructional strategy improvements. These expenditures are not recurring, though it is expected that the momentum created by this vast regional effort will continue to yield outcomes in increased student achievement for many years beyond the scope of the grant. The capacity built through professional development offered during the grant year will be sufficient to administer the proposed strategies and programs and become embedded in each consortia district. After the grant year, NPESC will provide quarterly meetings for principals and teachers in the professional learning communities free of charge using Northern Ohio Educational Computer Association's conference rooms. The Learning Management System, Educational Impact, will also serve to keep all teachers connected throughout the

consortium. NPESC's Regional Director will coordinate these important collaborative quarterly meetings free of charge to the districts as ongoing ESC service. Northwest Ohio Educational Technology (NWOET) Foundation's comprehensive membership provides free professional development hours annually to be used to support ongoing needs for each district with electronic devices and resources. Each district in the consortia is also a member of NWOET. Therefore, the free professional development hours annually are available to help with sustainability of the electronic resources provided by the grant. The newly trained regional facilitators will provide additional coaching days and regional training workshops for new teachers with no additional fees to Wilson or the districts. Additionally, one administrator from each district will have received intensive RtI Certification Training by HMH's Lead and Learn Group during the grant year. As a result of the certification training, these administrators can present seminars and provide support an unlimited number of times within their district after the grant expires. The newly certified principals will continue to receive ongoing support from senior Lead and Learn consultants as they drive deep implementation of best practices in the region for a period of three years following the grant project. The online resources and model lessons created by teachers and regional facilitators during the grant project will continue to be accessible for teachers well beyond the scope of the grant project. This web-based collection can continue to grow as new lessons and resources are created within the professional learning communities beyond the grant year.

#### **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 2013- July 2014

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

8/13 - 7/14: 14 of the 15 districts involved in PREPARE were recipients of 2 parallel Early Literacy consortium grants awarded in 2013. As a result of those grants, the initial training for the Wilson Foundations program took place. PREPARE will greatly expand and embed the initial training as well as strengthen the regional network, share resources & encourage collaboration; 9/18/2013 - 3/27/2014: Straight A webinars participation; 2/17/2014: Straight A grant consortium leaders met concerning grant design & writing; 2/21/14 - 3/26/14: A total of five conference calls & one face-to-face meeting held with Straight A grant consortium leaders concerning grant design and writing; 3/4/14: Attended Regional Straight A workshop in Bowling Green; 4/3/14: Phone conference with treasurers focusing on fiscal sustainability & five year forecast; 6/2014: Consortium leaders will meet to coordinate grant's timeline prior to grant notification; 7/28/2014: Notification of award - establish meeting with consortium - coordinate preplanned implementation work - inform designated personnel to carry out directives. NPESC has a pre-established relationship with BGSU. Faculty have provided PD to the districts in the areas of STEM & Co-teaching. PREPARE will expand this partnership to the areas of literacy instruction, parent education & grant evaluation. One elementary school in the consortia has recently received several recognitions by ODE. RCWaters, a K-3 building in the BCS district, is a "School of Promise," a "High Progress School of Honor" & a Batelle for Kids "Top 2% of High Achieving Buildings in the State of Ohio." This K-3 building attributes much of its success to the RtI system that has been put in place in the past 5 years & the leadership of an experienced principal. This grant project will harness the momentum of this school & contract for the principal to provide technical assistance to each principal in the consortium.

\* Anticipated barriers to successful completion of the planning phase

Notification in late July of grant award will make the hiring of a grant project manager a quick process. Several very qualified candidates exist in the region. Collaboration with 15 districts could be daunting however, North Point Educational Service Center recently established an Elementary Principals Network in 2013-14. Each principal in the fifteen districts involved in this grant partnership have joined this new professional learning community. As a result, this important collaborative was essential to the successful planning for Project PREPARE. The Principals Network will continue during the grant and beyond providing a connected, supportive structure for all elementary principals in the consortia. The Principal's Network is facilitated by NPESC's Regional Director who is also a state trainer for OTES. Due to her leadership, elementary principals will continue to have support and be connected well beyond the scope of the grant year at no extra costs to the districts. This minimizes the collaboration issues that could exist as a result of the large grant project.

18. Implementation - Process to achieve project goals

\* Date Range July 2014 - August 2015

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

The Project Manager will be secured within 2 weeks after notification. The manager will organize & oversee all facets of PREPARE. In weeks 1 - 4, scheduling of all PD events will be arranged & a calendar will be distributed to each district. Deployment of electronic devices will be accomplished by 9/1. Half day PD to use the Chromebooks will be held multiple times in Aug - Oct. Within 30 days, all schools currently

administer a reading benchmark to ascertain instructional reading levels. This data will be used to determine intervention, including RIMP plans, as well as students in need of acceleration. Teachers will have access to the eReader leveled reading libraries from the start of the school year. Parents will be able to access these leveled eReaders & other online resources as soon as RIMP plans are created and distributed. Districts will identify K-2 teachers for the "Literacy Academies" by Sept. The Literacy Academy series will consist of six workshops. Four teachers will be identified in Aug to begin the training required to become regional Facilitators. This training will span the course of the grant year. By June 2015, they will be certified facilitators & will be critical to sustainability in years 2 -6. BG will create parent virtual workshops during Fall semester to be accessible in Jan and beyond. In Oct - Nov, training for the Earobics & WRS will be held. All principals will attend a 2 day RtI Workshop in Oct. After, principals will work with RCWaters Principal to develop an RTI system to be fully implemented in year 2. Both the teachers & principals Professional Learning Community meetings will be held quarterly. The online bank for model lessons will be created by January 2015. Best literacy practices workshops will be held for teachers over the course of the grant year until June 2015. In May 2015, reading benchmarking of all students will be administered & analyzed to determine progress of each individual student.

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

Disruptive excessive calamity days could prevent some of the workshops to be postponed until June 2015.

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

\* Date Range August 2014- June 2015

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

-Aug-Oct 2014: CAES will collect the baseline data from each district to include # of: electronic devices and eReaders, RIMPs, IEPs, teachers & principals trained in RtI as well as reading benchmark and OAA & OTES data. Both quantitative & qualitative methods will be utilized: State & District Assessments, surveys, PD training lists, content analysis of curriculum, progress monitoring, & interviews. -Nov 2014-Based on the baseline data collection results, a six-year Evaluation Plan will be created that will include: Goals, objectives, activities, duties, timeline, benchmarks, & outcomes. Deliverables status checklist will also be created to monitor progress monthly. -Dec 2014: Formative stakeholders surveys will be distributed to district students, staff, & community partners to examine satisfaction with: curriculum, partnerships, & professional development as well as level of communication & collaboration within districts as well as across whole project. -Jan 2015: A formative report will be created with baseline results, stakeholder survey results, & deliverable progress monitoring. Results will be utilized to modify project & evaluation plan. -Feb-April 2015: Deliverable & evaluation plan progress monitoring will be conducted. District & Classroom Visits will be completed. -May-June 2015: Objective and outcome data (See Qs 22 & 24) will be collected at the end of the school year to examine summative results for project and the districts. The evaluation plan will allow PREPARE to track their long-term outcomes through these instruments & the PREPARE databases created by CAES.

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

The main barriers are the number of districts & courses to collaborate with to collect all data. Each district will designate an evaluation coordinator to better facilitate the process of data collection. CAES staff will: attend core grant meetings, create grant listserv & Dropbox, and has built in site visits to facilitate the evaluation process.

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:

-There will be an annual increase of 5% of students who meet and exceed the requirements of the Third Grade Reading Guarantee based on 3rd grade OAA and Next Generation Assessments in each district. -There will be a decrease annually in the number of students requiring RIMP's in grades K-3 for reading support and intervention in each district. -A strong regional network of collaboration for teachers in the area of early literacy instruction will be established and maintained. -Each elementary principal will become certified as an RtI trainer and therefore improve as an instructional leader for his/her building and district. -The regional collaborative network for principals will be maintained by quarterly meetings after the grant expires. -Parents will receive additional electronic resources & literacy supports for assisting their children as evidenced by "hits" on virtual parent sites and attendance with virtual workshops. Parents are often busy and do not attend face-to-face meetings. The virtual, "anytime" option will allow for more parents to receive resources and information. -Each elementary building will establish a successful Response to Intervention system to support and intervene based on individual reading achievement of students in kindergarten through third grade. -A web-based bank of model literacy lessons and resources aligned to the Common Core will be created and accessible for all teachers in the consortium. -One additional K-3 teacher will show improvements in teacher performance in literacy instruction based on the OTES Evaluation rubric annually. The Short-Term, Intermediate, and Long-Term Objectives for Project PREPARE include: Short-term objectives (STO) To deploy all electronic devices to PREPARE students To increase access of teachers, students, & parents to eReader leveled reading libraries To determine which PREPARE students require intervention & acceleration based on fall benchmark To identify teachers K-2 for Literacy Academies To increase the # of principals trained & certified in RtI Intermediate Objectives (IO) To provide Literacy Academy PD for K-2 teachers To train teachers to become regional Foundations facilitators To train teachers working with students on RIMP plans & IEP's on Earobics & Wilson Reading System To create online "virtual" parent workshops to learn about strategies to support their child's literacy development Increase the # reading PD workshops to PREPARE staff To determine & address issues with: the level of stakeholders' satisfaction, with service delivery, materials, support, technical assistance, & content of the PD & Research-Based Reading Programs (RBRP) Long-term objectives (LTO) To increase # of meet & exceed 3rd grade OAA & Next Generation Assessments in each district. To decrease the # of students requiring RIMP's for reading support & intervention in each district. To increase teacher performance in literacy instruction based on the OTES Evaluation rubric To increase regional network of collaboration for teachers in the area of early literacy instruction. To increase the # districts that provide RtI & RBRP with fidelity

**E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication**

*The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem (s) have been solved.*

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

*The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.*

Please enter your response below.

The Third Grade Reading Guarantee has required school districts to identify students who are not reading "on track" at each grade level K-3. As a result, each district in the consortium has the same problem...too many students are "not on track" for reading success. Project PREPARE has been carefully designed using best practices to tackle this problem and bring about achievement gains in reading for the students in the districts served. One elementary school in the region, RCWaters Elementary has recently been named, a "School of Promise," a "High Achieving School of Honor" and rated in Batelle's "Top 2% of High Achieving Buildings in the State of Ohio". This K-3 building attributes much of its success to the Response to Intervention structures that have been put in place over the past five years and the leadership of an experienced principal. Project PREPARE will capitalize on the success of RCWaters and plans to use this school's proven structures as a model for the other elementary schools in the consortium. The 2004 Reauthorization of the Individuals with Disabilities Education Act (IDEA) encourages states to use RtI to help prevent reading difficulties. Additionally, according to the What Works Clearinghouse report from February 2009, there are two key advantages of RtI and multi-tiered intervention. Struggling students are provided help in learning to read early in their careers. In the past, many students were not provided with additional help in reading until they were officially diagnosed with a specific learning disability, often not until grade 2 or 3. RtI also encourages schools to use evidence based practices in all tiers and to provide intensive services only to students who fail to benefit from a well designed, evidenced based intervention. This same report describes finding strong evidence of academic gains for providing intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Each district in the consortium has an established reading benchmarking assessment in place. These assessments will be analyzed more effectively by principals and teachers due to training provided by professional development provided by the grant project. Students will be identified by the newly established RtI processes and intervention programs will be matched to individual needs. Districts will utilize progress monitoring tools available but not currently used consistently to monitor progress and adjust interventions as needed. Project PREPARE has been designed to regionalize the effective use of the highly recommended RtI system using tried and true practices from RCWaters Elementary School. Additionally, Project PREPARE will embed several evidence based intervention programs including Wilson Foundations, Wilson Reading System, and Earobics into fifteen districts in the region to directly benefit the students they serve in a large, multi-county approach. According to Damon Ashbury, from OSBA in a recent article in the Columbus Dispatch, "The most important aspect of the Third Grade Reading Guarantee is the emphasis on early identification, frequent formative assessment, and application of appropriate instructional and intervention strategies provided by skilled teachers. All of this takes time and resources! We can do no less for our children, who truly are our future." Project PREPARE has been carefully planned with these elements at its core and will be conscientiously implemented to ensure that students in our consortia learn to read and thrive.

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.

Center for Assessment & Evaluation Services (CAES) will be the external evaluator for this project & will create a 6-year Evaluation Plan for the project. CAES is a university-based center at Bowling Green State University & has served the assessment & evaluation needs of K-12 schools, districts, & agencies for the past 13 years. Dr. Stacey Rychener & Mrs. Kandy Current have been the external evaluators for over 15 federal, State, & local reading initiatives. Dr. Rychener & Mrs. Current have also been the Northwest Ohio Evaluator for OISM & SIG that encompassed both RtI & PBIS in school-wide initiatives. CAES has also conducted district-wide evaluations of service delivery of reading programs. CAES has the capacity to evaluate large-scale reading initiatives with experience in administering standardized & general outcome measure reading assessments, evaluating district-wide RtI service delivery, collecting implementation fidelity data on reading programs, & analyzing & reporting results to local, State, & federal stakeholders. CAES is currently evaluating three Round 1 Straight Fund Grants. Dr. Rachel Vannatta Reinhart, CAES Co-Director & Professor in School of Educational Foundations, Leadership & Policy, has been the project director for a federal classroom technology initiative, has assisted in BGSU's development of the K-12 Online Teaching & Learning Graduate Certificate, has published multiple articles on the technology integration & assessing technology competencies in K-12 education, & has worked with school districts across Ohio as a technology consultant & evaluator for blended & online learning courses, & technology integration into K-12 instruction. Dr. Toni Sondergeld, CAES Co-Director & Assistant Professor in School of Educational Foundations, has worked with school districts across Ohio as a consultant on how to integrate assessment data & technology to inform instructional practices, & has served as evaluator for 1-1 laptop initiatives. CAES currently

\* 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).

Refer to question #20 for a list of Project PREPARE's Short Term, Intermediate, and Long Term Objectives. Methods & Tools for Short Term Objectives (SO): Electronic device inventory & deployment list; Fall benchmark data; Literacy Academy teacher list with protocol for

identification & recruitment, RtI training sign-in, training materials, & pre-post tests, RtI certificates. Methods & Tools for Intermediate Objectives(IO): LA, Foundations, Earobics & Wilson training sign-in, training materials, & pre-post tests, stakeholders survey & focus groups. Methods & Tools for Long Term Objectives include(LTO): OAA & Next Generation Assessment Scores, Number of students requiring RIMPs, OTES summative evaluation ratings, collaboration survey, RtI & RBRP fidelity site visits & checklists. Baseline quantitative & qualitative data will be collected in Fall of 2014 for all STO, IO, & LTO. CAES will be able to provide targeted formative & summative feedback about each district as well as overall results to help guide any modifications to the project plan. All summative data will be compiled at the end of each school year. All districts will have access to CAES instruments & protocols to track progress across the 6-year Evaluation Plan.

\* 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 project will have multi-tiered system in place to change project plan if there are barriers to the project meeting our goals. Tier 1: Project Director will create a progress update email to Core Partners oversight of each aspect of the grant on a weekly basis. Tier 2: Monthly Core Stakeholder Meeting with Progress Monitoring as Part of the Agenda will be conducted. Tier 3: The CAES evaluator will also create a Progress Monitoring Checklist within the Evaluation Plan. Tier 4: Formative Evaluation report in January will be presented to stakeholders in an open forum for discussion on overall modifications on service delivery, materials, support, technical assistance, & content of the blended courses as well as administration, collaboration, & communication of the project. Tier 5: Year 1 Summative Report will also be presented in an open forum to goals, benchmarks, outputs, & outcomes from Year 1. Modifications to Evaluation Plan, Project Plan, & Benchmarks will be addressed at this time. Then, CAES will conduct a training on how to utilize instruments, tools, databases, protocols & Evaluation Plan for Years 2-6.

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.

All teachers throughout the consortium will be trained in new techniques of balanced literacy based on research-based best practices. All principals will learn strategies to implement, support and monitor an effective Response to Intervention system. In addition, principals will become more effective instructional leaders providing on-going, meaningful support and feedback to teachers. Parents will learn strategies and utilize key resources to assist their students in literacy acquisition and foundational reading skills. As a result, students will be prevented from failing and thus, have better self-esteem and ultimately thrive as readers. The districts will be spared the costs of students being retained, dropping out of school, and/or being referred to special education. The districts in the consortium will form a stronger network of collaboration and will be able to find additional ways to share resources and services well into the future.

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

Short-term outcomes: - PREPARE students utilization of electronic devices -Increase access of teachers, students, & parents to eReader leveled reading libraries Long-term outcomes: -Increase # of meet & exceed 3rd grade OAA & Next Generation Assessments in each district. -Decrease the # of students requiring RIMP's for reading support & intervention in each district.

\* 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

Short-term outcome: -To increase the # of principals trained & certified in RtI Intermediate outcome: - Increase K-2 teachers in Literacy Academy trained in National Reading Panel key areas. -Increase PREPARE teachers are certified regional Foundations facilitators -Increase PREPARE teachers trained in Earobics & Wilson Reading System Long-term outcome: -To increase regional network of collaboration for teachers in the area of early literacy instruction.

\* Other Anticipated Outcomes

Intermediate outcome: -Increase # of parents that use online "virtual" workshops to learn about strategies to support their child's literacy development -Increase the # reading PD workshops to PREPARE staff Long-term outcome: -To increase teacher performance in literacy instruction based on the OTES Evaluation rubric CAES will work with schools to collect all Short-term Outcomes, Intermediate Outcomes, & Long-term Outcomes in Fall of 2014. Benchmark data will include: district OAA data, district benchmarks, RIMPs, OTES, PD, surveys, & technology inventory lists. Outcome data will be included in the 6-year Evaluation Plan, and the Baseline data will be discussed in the Formative Evaluation Report. Benchmarks and Outcomes will be reviewed in the Summative Year 1 Report, and then Yearly Benchmarks for Outcomes will be included as part of the Evaluation Plan.

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**

Project PREPARE is based several key components including: \*High quality balanced literacy instruction; \*Successful implementation of a proven system, Response to Intervention, to identify and support learning needs of each individual student; \* Use of evidence-based intervention programs including Wilson Foundations, Earobics and the Wilson Reading System to remediate reading achievement deficits. All of these components have solid evidence supporting improvements in reading achievement. As a result, Project PREPARE could be replicated in other buildings and districts. The shared services model and collaboration make Project PREPARE cost effective for the districts and schools in the consortium as savings can be realized due to bulk ordering. The momentum established through strong collaborative networks across the region is invaluable. We will keep records of all stages of the project so other districts can replicate. We will open our model lesson collection to other districts. We will post regular progress reports on our collective North Point ESC website. We will offer to consult with other districts and share all of our findings.

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).

Douglas P. Crooks Superintendent North Point ESC Matthew Bauer Treasurer North Point ESC

Consortium

North Point Educational Service Center (125690) - Erie County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Consortium Contacts**

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Thomas	Roth	419-449-3000	troth@edisonchargers.org	Edison Local (formerly Berlin-Milan)	046789	140 Main St S, Milan, OH, 44846-9735	
Patrick D.	Adkins	419-732-2102	padkins@pccsd.net	Port Clinton City	044651	811 Jefferson St, Port Clinton, OH, 43452-2415	

## Partnerships

North Point Educational Service Center (125690) - Erie County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

## Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Dr. Cindy	Hendricks	419-372-7318	rosscin@bgsu.edu	BGSU's Reading Center		Bowling Green State University, , Bowling Green, Ohio, 43403	
Paul	Tortolani	508-368-6637	ptortolani@wilsonlanguage.com	Wilson Language Training		47 Old Webster Road, , Oxford, MA, 01540	
Judith	Tucker	800-966-9638	tucker@nwoet.org	Northwest Ohio Educational Technology Foundation		245 Troup Ave., , Bowling Green, Ohio, 43403	
Betty	Rando	419-627-1439	betty@noeca.net	Northern Ohio Educational Computer Association		219 Howard Drvie, , Sandusky, OH, 44870	
Ben	Koth	513-871-9382	Ben.Koth@hnhco.com	Houghton Mifflin Harcourt Publishing		222 Berkeley Street, , Boston, MA, 02116-3764	
Kenneth	Lima	415-254-1601	Kenneth.Lima@bestbuy.com	Best Buy for Business		7601 Penn Avenue South, , Richfield, Minnesota, 55423	
Joe	Rowley	215-672-2093	jrowley@educationalimpact.com	Educational Impact		270 Pennbrook Parkway, , Lansdale, PA, 19446	
Parisa	Moradi	925-998-4258	pmoradi@smartyants.com	Smarty Ants Reading World		4040 Civis Center Dr., Suite 225, San Rafael, CA, 94903	
Michael Y.	Ogawa, Ph.D	(419) 372-2481	ospr@bgsu.edu	Bowling Green State University	062893	220 Mcfall Center, Bowling Green, OH, 43403-0001	

Implementation Team

North Point Educational Service Center (125690) - Erie County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Andrea	Smith	NPESC Regional Director	Will be responsible for hiring and supervising the PROJECT PREPARE grant manager and overseeing all aspects of Project PREPARE. Will schedule and facilitate quarterly meetings for the principals network and teachers professional learning networks after the scope of the grant to continue to carry out the momentum established by the grant. As Regional Director, Andrea is responsible for planning all professional development offered regionally by North Point ESC. In this capacity, she is in the perfect position to ensure that continued support and collaboration occurs within the consortium after the grant year and the project manager is now longer in place.	Qualifications: Masters of Education in Reading (K-12); Elementary Principal, K-6	Sixteen years of administrative experience. This includes ten years as building principal, four years as Director of Curriculum & Instruction and two years as ESC Regional Director. Also served as the State & Federal Projects Coordinator for Fremont City Schools for four years. Has written, received, and administered several large scale grants including OhioReads and a Comprehensive School Reform Grant as a building principal and a Race to the Top grant as a Curriculum Director.	
Michael Y.	Ogawa, Ph.D	Vice President for Research and Economic Development for BGSU	The Center for Assessment and Evaluation Services (CAES) will create the six year Evaluation Plan for Project PREPARE to guide programming for the entirety of the project. CAES will conduct formative and summative evaluation components, and create instruments, protocols, and databases that can be utilized the full 6 years of the grant.	CAES is a university-based center at Bowling Green State University and has served the assessment & evaluation needs of K-12 schools, districts, and agencies for the past 13 years. CAES has the capacity and experience to evaluate large-scale grants in education at local, State, & Federal level with two Co-Directors, Grants Administrator, Grant Coordinator, and ten Graduate Assistants in education. CAES is currently evaluating three Round 1 Straight A Funds.	CAES staff have been the external evaluators for over 15 federal, State, & local reading initiatives. CAES staff have also been the Northwest Ohio Evaluator for OISM and SIG that encompassed both RtI and PBIS in school-wide initiatives. CAES has also conducted district-wide evaluations of service delivery of reading programs.	
Matthew	Bauer	North Point ESC Treasurer	Matthew will be responsible for all fiscal aspects of of Project PREPARE.	Bachelor of Art in Education 7-12 Social Studies; Masters in Educational Administration; Principal Certification; School Treasurer License	Matt has served two years as NPESC Treasurer; He writes and and facilitates the CCIP; He is the Fiscal Administrator of the NPESC Purchasing Cooperative	
Mary	Yeager	Educational Consultant	Mary will serve as one of the literacy coaches for Project PREPARE's Literacy Academies. She will provide literacy instruction to teachers based upon the five research-based areas of the National Reading Panel in conjunction with the ODE Literacy Competencies.	Masters of Education; Elementary Principal, K-6; Pre-K Supervisor/Curriculum Consultant and Director; University Mentor	Literacy coaching; Facilitated staff development opportunities for literacy as a principal; Professional development provider; State Support Team: reading panel research; 18 years experience as a professional development	

					provider.	
Mary Ann	Widmer	Educational Consultant	Mary Ann will serve as one of the literacy coaches for Project PREPARE's Literacy Academies. She will provide literacy instruction to participants based upon the five research-based areas of the National Reading Panel in conjunction with the ODE Literacy Competencies.	Masters of Education in Reading (K-12 Reading Endorsement); Elementary Principal, K-6 Curriculum Consultant	ODE trainer for ELA Roll out of CCSS professional development; Facilitated staff development opportunities for literacy as a building principal; Served as a district's Literacy coach; Title One teacher	
Karen	Gruber	Principal of RCWaters Elementary School	Karen will provide training and technical support for all elementary principals in the project to establish effective RtI system in each school.	Masters of Education in Supervision and Administration, Elementary Principal K-8	Administrator for 23 years (Elementary Principal for 17 years and Assistant Principal/Spec. Ed. Director for 6 years); Facilitated professional development and established an effective RtI process in current building; Serves as Beginning Principal Mentorship Program for OAESA.	