## Budget

*Pickerington Local (046896) - Fairfield County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (181)*

### U.S.A.S. Fund #:

**Plus/Minus Sheet (opens new window)**

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<th>Salaries 100</th>
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**Adjusted Allocation** 0.00

**Remaining** -220,940.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Improving Reading Achievement Through Orton Gillingham/Multisensory Structured Language Education

2. Executive summary: Please limit your responses to no more than three sentences.
The goal of this project is to increase student achievement in reading and spelling by providing multi-sensory language instruction training, using the evidenced-based Orton Gillingham methodology, to 20 teachers within grades K-12 in the Pickerington Local School District (PLSD) that will increase the ability of district staff to prevent, identify and provide services to struggling readers. The Orton Gillingham Approach is a systematic, structured, explicit, instructional approach which engages multisensory (visual-auditory-tactile kinesthetic) neural pathways for learning. The district will partner with The Children's Dyslexia Center, a not-for-profit Masonic Charity organization in Dublin, Ohio, to provide IMSLEC (International Multisensory Structured Language Education Council) accredited training to PLSD regular classroom, Response to Intervention, and special education teachers to improve overall classroom reading instruction and intervention services.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

3. Total Students Impacted:

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

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
Blythe Wood

Organizational name of lead applicant
Pickerington Local School District

Address of lead applicant
90 East Street Pickerington, Ohio 43147

Phone Number of lead applicant
(614) 562-8047

Email Address of lead applicant
Blythe_wood@plsd.us

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
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 project addresses the increasing problems and costs to districts associated with too many students failing to learn to read. Ohio Superintendent Richard Ross states that 60% of Ohio high school dropouts are leaving school because they never learned to read (Cleveland Plain Dealer, 2014). Pickerington (PLSD), estimates that there are currently 62 students projected not to pass the Ohio 3rd Grade Reading Achievement Assessment, who will then require additional services until they meet the passing criteria, including outside services which can be even costlier for districts. Further, it can be projected that if these students’ reading skills do not improve, 37 of them will most likely not graduate. The number of PLSD students being serviced in special education has grown consistently an average of 6.5% per year since 2005, requiring 29 additional staff members to address these special needs. The district now employs 27 teachers to provide intervention through the RtI model for students in grades K-12.

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

The proposed innovative project will address this problem by training 20 PLSD teachers in Multisensory Structured Language Education (MSLE) using the Orton Gillingham (OG) methodology, a systematic, structured, explicit, instructional approach engaging visual, auditory, tactile, and kinesthetic neural pathways for learning. It is a research-based effective method that teaches the structure of language to promote accurate and fluent reading. Classroom instruction and intervention using MSLE teaching techniques has been proven to improve reading skills in at-risk and struggling students. To provide this training, PLSD will partner with the Children's Dyslexia Center (CDC) in Dublin, Ohio. The project addresses the increasing problems and costs to districts associated with too many students failing to learn to read. Ohio Superintendent Richard Ross states that 60% of Ohio high school dropouts are leaving school because they never learned to read (Cleveland Plain Dealer, 2014). Pickerington (PLSD), estimates that there are currently 62 students projected not to pass the Ohio 3rd Grade Reading Achievement Assessment, who will then require additional services until they meet the passing criteria, including outside services which can be even costlier for districts. Further, it can be projected that if these students’ reading skills do not improve, 37 of them will most likely not graduate. The number of PLSD students being serviced in special education has grown consistently an average of 6.5% per year since 2005, requiring 29 additional staff members to address these special needs. The district now employs 27 teachers to provide intervention through the RtI model for students in grades K-12.

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 goal of the proposed project is to improve student reading and spelling achievement by training 20 PLSD teachers in the Orton Gillingham MSLE techniques. As part of this intensive training, in addition to seminar, lecture and reading assignments, teachers participate in 100 hours of supervised structured practicum lessons with individual and small groups of students. It is hoped, and there is research to show, that students who receive this type of lessons improve in reading achievement (see #21). Approximately 5 classroom (K-3), 5 RtI, and 10 Special education teachers will be carefully selected (for commitment to the project). As a result of OG MSLE training, the teachers involved will be able to increase student achievement in the areas of reading, writing and spelling for current and future students being serviced in the regular education setting grades K-3, Response to Intervention grades K-4, and special education grades K-12. The assessments the teachers will use to screen students will reveal students with the greatest need for this type of intervention. Reading achievement will be measured with the project specific assessments learned by the teachers (CTOPP-2, Kottmeyer's Diagnostic Spelling Test and the CORE-Assessing Multiple Measures) as well as the STAR benchmarks and OAA or other standardized measures available for the student grade level. We expect to demonstrate that the students who receive the individual and small group OG MSLE instruction will make significant progress in the reading assessments named above as well as general reading achievement as measured by the OAA and STAR benchmarks.

- 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.)

We estimate a minimum of $90,000 over 5 years in cost savings as a result of the proposed project. The district has spent $20,000 over the last two years in outside training and materials for teachers on a program based on the Orton Gillingham methodology, Wilson Language
12. What is the total cost for implementing the innovative project?

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.)

All of the funds in the proposed project will directly apply to and benefit classrooms and students, either through training of staff or the purchase of materials for staff development and student use. By partnering with the CDC, we are adopting a proven research-based curriculum and staff development process that will immediately benefit at least 120 students in the project year, and continue to benefit students in the future by creating a cadre of highly skilled teachers for enhancing reading instruction and identification and intervention services for struggling readers. The purchased materials will be given to the teachers to use during training but will be collected and stored in two district libraries. The teachers can then check out resources each year following training as needed. Additional resources will be purchased and housed in the libraries for use by teachers who have not been trained but are seeking OG MSLE resources based on conversations with building level OG MSLE trained personnel.

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.)

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.**

<table>
<thead>
<tr>
<th>220,940.00 State the total project cost.</th>
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* Provide a brief narrative explanation of the overall budget.

The total cost for implementing this project is approximately $220,940.00. The budget includes personnel costs, purchased services and non-consumable resources. **PERSONNEL:** $59,500.00. The materials budget includes: 1. A set of classroom materials, including texts, reference materials, assessments, classroom texts and materials, and manipulatives, for each teacher being trained (approximately $1,320 each with shipping). 2. Two district OG MSLE resource libraries of texts, reference materials, assessment tools, manuals, classroom materials and texts, and classroom activities materials. (approximately 15,000.00 each library). All materials will be inventoried. The teachers being trained will check out the classroom implementation materials for their year of training and can continue to check them out each year after, as needed. Additional resources will be available for check-out from two OG MSLE resource libraries. The libraries will be managed by the Academic/Behavior Coach. **PERSONNEL:** $66,740.00. 1. Additional work days for the District Trainer to maintain current job responsibilities and new ones that the training will require. Fifteen additional days at $58 (to cover the hourly wage and benefits) per hour have been included in the budget ($5220.00). 2. Stipends for teacher time beyond the school day. The teachers will be required to attend 30 hours of training in the summer and complete 50 hours of practicum outside the school day. They will be paid $29 per hour (includes benefits) for their time ($46,400.00). 3. Substitute coverage is included to allow for observations and follow-up visits with teachers after observations. Substitute coverage is also included for 4 days of professional development for teacher trainees. The days will be scheduled in half day increments throughout the school year. Substitute coverage has been estimated at $105 dollars per day and includes the costs for benefits ($15,120.00). **PURCHASED SERVICES:** 94,700.00. 1. Children’s Dyslexia Center will receive $2500 per teacher for the participant training. The initial thirty hours of training, during the summer months, will be provided by the CDC in conjunction with the District Trainer. Participants will be permitted and highly encouraged to visit the learning center throughout the training to observe lessons and preview resources. This fee will cover the costs of the initial week of training and of consultation services provided to the trainees ($50,000.00). 2. Consultation fees for in-district visits are included for the staff of the CDC to provide on-site support throughout the training year ($100 per hour, estimated 6 hours per month [$6000.00]). 3. Mileage is included to for the staff of the CDC for traveling to Pickerington from Dublin for on-site visits ($633.00). 4. Advanced level training to achieve Trainer certification will be provided to one person from PLSD at a total of $28,000 beyond the initial level. This training takes 4 years to complete. The first two years of the training consists of 45 hours of advanced level lecture, reading assignments, and 300 hours of advanced practicum in the center with students chosen by the directors. 5. Consulting: ($10,000). Dr. Michael Corrigan will provide an independent analysis of the data, and Dr. Lucy Frontera will consult with the CDC and the District trainer on project management.

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._

<table>
<thead>
<tr>
<th>Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.</th>
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Costs to sustain the project after June 30, 2015 will be minimal. If needed, there will be one day of required professional development each year for the teachers participating in the training for refreshing or fortifying skill learning. The cost of this, for substitute coverage will be approximately $2000 per year. The cost for the train-the-trainer model is built into the grant ($28,000) and will require no additional costs to maintain. The resources purchased are primarily non-consumable and will be inventoried and available for check out each year. The 20 OG MSLE trained teachers will be utilized by the district to offer job-embedded professional development for teachers who may need assistance meeting the needs of the at-risk readers in their classrooms. PLSD currently maintains a high retention rate for teachers; therefore it is reasonable to assume that the trained teachers will be a sustainable resource.

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<th>No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.</th>
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14. Will there be any expected savings as a result of implementing the project?

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_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._

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<th>90,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.</th>
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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_in the box below.

_In the past two years the district has invested $20,000 in outside training costs for staff for specific programs that are based on the Orton Gillingham methodology. Providing in-district OG MSLE training with ongoing PD support for teachers will reduce or eliminate this expense, including future outside costs for training to meet the requirements for services to students who fail the 3rd grade OAA. By creating a district library of materials needed for training and delivery of services, these costs will also be eliminated, for at least 5 years as they do not contain
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.

The project is self-sustaining because of the intensity of the training and the number of staff who will be trained during the course of the project. The teachers who will be trained will be able to sustain their skills because they will have so many hours of supervised practice with feedback, and they will be able to utilize these skills in the classroom or with intervention/special ed students on a daily basis. They will require only minimal refresher professional development days (estimated at 1 day per year or less). Their skills will also be reinforced because they will be serving as building resource staff for other teachers and providers of embedded professional development (at, for example staff meetings or other grade level or subject staff meetings). By training such a large number of teachers, attrition of staff will have a minimal impact on the services available to students or professional development for new or regular staff. The purchase of multiple sets of non-consumable materials (1+ per building and 2 library sets) will also sustain the project for at least 5 years or more. The library sets will enhance the materials used by teachers during the training and provide sufficient resources for all teachers to use the new methods in their classrooms easily. One of the barriers to success previously encountered by the CDC in other districts is that teachers did not have the necessary materials to implement the new methods in their classrooms and thus did not implement what they had learned into the classroom setting. By purchasing an extensive library of materials with staff trained to use them and coach others on how to use them, the proposed project will be able to sustain the program after the initial year. Furthermore, the train the trainer model being employed will provide an additional District Trainer (at no additional cost) for a total of 2 in the district. Two OG MSLE trainers in district will be able to provide ongoing support in research-based reading instruction to all staff members K-12, and potentially provide the intense training and supervision of new or additional staff such as that provided during the project year. Therefore not only is the project sustainable, it can potentially expand in scope without additional resources.

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 April 2014 through July 2014

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

Because of the rigorous training schedule, and the need to begin initial training over the summer, the district will hold three preliminary after school informational sessions at the end of April to explain the possible training opportunity to interested staff members. Staff will be asked to...
18. Implementation - Process to achieve project goals

**Date Range** July 2014 through June 2015

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

The major activities of the project implementation to achieve goals will include training of the 20 teachers, the structured and monitored OG MSLE practicum tutoring of the students by the teacher trainees, and the assessment of student progress. Teacher training begins in late July. Training will continue through May, with half day seminar sessions scheduled monthly (except Dec and April). The practicum will begin in August after teachers and the District Trainer have selected practicum students. The practicum instructional and small group tutoring using the OG MSLE instructional techniques in regular and supervised lessons will begin in September and continue through May. Detailed notes on each student's progress will be maintained and reviewed by the District Trainer and CDC staff, with close supervision and regularly scheduled consultations. Open lines of communication will be firmly established, and regular assessments of students will also be monitored to alert supervisors to problems with student progress so that corrective action can be taken. Formative assessments are an integral part of the practicum lessons and will be used at each session to guide further instruction. Formal assessments will be scheduled throughout the year to monitor student progress and for the summative evaluation. Pre-test assessments (CORE, Kottmeyer's Diagnostic Spelling Assessment and CTOPP-2) will take place in August and be repeated in May for the post-test. STAR benchmarks, used by the district to assess all students, will be included in the data collection and evaluation. OAA data will also be collected for students in grades 3 and above. Once all assessments are completed the data will be collected and organized for external evaluation of the project.

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

One potential barrier to the project schedule is that the teacher training materials needed for the summer training will be needed prior to grant fund availability. To address this, the District Trainer and district administration will work with the suppliers and the CDC to ensure materials are available for the training. Another potential issue is whether 120 students can be enlisted to participate in the practicum, especially since some of the tutoring sessions might need to be scheduled after school hours. However, we do not expect to have any trouble filling the spots available because of the increased demand for reading services the district has had over the past few years, and the number of students projected to fail the 3rd grade OAA. In addition, currently, there are at least 6 parents of students who, with no knowledge of the proposed project, are seeking additional reading support based in the OG methodology for their children.

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

**Date Range** July 2014 through June 2015

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

The fidelity of the project training and tutoring will be assessed throughout the project, beginning in August and ending in May. The teachers will have both formative and summative assessments. They will be assessed on information learned with quizzes, book reports, graded lessons and exams, and on their ability to apply and practice the new material via 100 hours of supervised practicum. Ten lessons will be directly observed and reviewed by the trainer, followed by an individual feedback session to discuss teacher and student progress. All lesson plans are assessed and graded, with feedback. Observations conducted by the district trainer will occur at regular intervals throughout the project. Teachers will be taught to administer, score and use the CTOPP-2, Kottmeyer's Diagnostic Spelling Test and the CORE assessments to measure student progress and provide feedback for prescriptive and diagnostic instruction in the tutoring sessions. These measures assess skills such as phonemic awareness, high-frequency word recognition, fluency, etc. and are recognized as valid and reliable measures of reading proficiency and phonological processing. The CORE will be administered in August, December, and May, providing a pretest with two posttests, and the Kottmeyer and CTOPP-2 in August and May. Student progress will also be assessed with the STAR benchmarks and the OAA. On-going monitoring of progress in previously taught skills is built into each OG MSLE lesson plan to guide future instructional planning, and provide continuous feedback to signal when additional instruction is warranted. All student measurements, STAR benchmarks and OAA scores will be analyzed utilizing a multivariate analysis of covariance (MANCOVA) to assess the impact of the program on student reading ability and overall achievement. Dr. Michael Corrigan, associate professor of Education at Marshall University, will conduct an independent analysis of the data and provide a written report of the results.
Typical barriers to summative evaluation include attrition of teachers and students. Steps taken to address possible teacher attrition are discussed above, with careful planning to select teachers who show the highest interest in the project and will be carefully screened prior to the start of the training to assure the project and commitment to it. The amount of training and practicum hours needed will be carefully explained and teachers will be encouraged to visit the CDC to observe the type of instruction and tutoring that is involved prior to commitment to the project. They will have the opportunity to talk with teachers who have completed the training. There is less control over student attrition - students move out of the district. To plan for this likelihood, we will maintain a waiting list of students, at least two per building, above the 120 accepted into the practicum that can receive services should students drop out. If a one-on-one practicum student moves, a new one will be assigned and the hours will be combined for the trainee so that at least 20 hours of tutoring can be completed with a student between assessments, the minimum needed for measurable progress. If a student in a group practicum moves, the teacher will continue instructing with the remaining members. Additional students will only be added if the group falls below three members.

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:

It is expected that as a result of the project, more students who experience reading difficulties will be able to receive needed services either within the classroom, or with minimal intervention. It is also expected that by providing the in-depth teacher training in the structure of language to classroom, RtI and special education teachers, they will all be better equipped to identify and ameliorate reading problems quicker and more efficiently, thereby reducing the time needed for additional intervention services. By providing this intensive training to a teacher in each building, and eventually having 2 staff qualified to train others, professional development for all building staff in foundational reading skills will result in an increased focus on these skills in the classroom, benefiting all students. According to Moats and Tolman (2009), research indicates that 70-80 percent of the students identified as reading disabled have trouble accurately and fluently decoding words. An increased focus on foundational reading skills in the classroom should result in reduced need for intervention, and yet most teachers do not get the needed instruction in their pre-service training to understand, much less teach, foundational reading skills. The teachers who participate in the training will learn and practice skills included in the IDA knowledge and practice standards (see skills list in #8). The "train-the-trainer" model will also provide additional support for other classroom teachers, particularly in grades 1-3, so that these skills can be integrated into all regular classrooms, strengthening the classroom practices for students.

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:

There is strong research support for the OG MSLE approach to improved student achievement proposed in this project as well as the strategy for teacher training it employs. In her 2009 dissertation, Washburn reports that recent research indicates that most pre-service and in-service teachers do not have the knowledge of the English language needed to teach reading effectively, especially to struggling readers. Washburn states that elementary teachers K-5 are not prepared to teach struggling readers due to lack of teacher preparation in basic language skills in undergraduate teaching programs. Also reported was a 2009 study from Plasta et al. indicating that teacher knowledge of basic language skills in conjunction with an increase in time spent teaching decoding skills had a positive impact on student reading achievement. In another study, Fitzhugh, Odegard, and Lyon compiled the pretest and posttest results of 1,156 students, identified with dyslexia or a reading disability, being served at the 50 CDCs across the United States, 2006 through 2011. Analyses indicate that the direct, sequential, phonetic multi-sensory instruction offered by highly trained professionals at the CDCs is effective at increasing reading achievement in all students who struggle with reading, with the most significant gains in word attack and spelling. Average growth for students ranged from 3-9 standard score increases on various measures of reading skills. The Columbus CDC has achieved similar increases for their students after an average of 44 lessons. This same type of instruction can be offered in the school setting individually or in a small group instruction, as proposed in the project. As the implementation of the "Third Grade Guarantee" nears, there has been an increased demand for the type of professional development offered at the CDC. Since 2000, nearly 100 classroom or special education teachers in Central Ohio have participated in the Initial level training, and an additional 9 have achieved the Advanced level. Teachers have reported that the training helped them be more effective in the classroom. One teacher reported how when she applied her training to create lessons for a student who had failed the 3rd grade OAA, that student was able to pass the 4th grade OAA at a proficient level. The success of the MSLE approach has resulted in increased demand for training; the center now provides distance training for staff in five local school districts. The proposed project will expand on what is currently happening in many districts (individual teachers self-selecting to receive training) by promoting a direct, innovative partnership with the CDC and a commitment by the district to include OG MSLE in the toolbox of strategies they use to address reading instruction, and diagnosis and amelioration of reading difficulties. By concentrating on regular classroom instruction in the early grades, when learning to read is crucial to future learning, and RtI and special education teachers who address problem readers at all
grade levels, PLSD will have a research-based, comprehensive approach to literacy. The "3rd Grade Guarantee" requires that those students who fail must be provided additional reading instruction by teachers who have met the established training criteria. The teachers who participate in this project will have met those criteria and be able to provide intervention to students who do not pass. However, the ultimate goal of the project is to decrease the number of students who need intervention by providing structured, explicit instruction on the code of English. The evaluation of the project will show that the teachers being trained can achieve similar improvements with district students in individual and small group MSLE instructional techniques, as those students are achieving in the CDC setting. Those improvements will lead to better overall reading achievement as measured by the state reading assessments.

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.

The overall plan to evaluate the impact of the project strategies will include multiple approaches. Direct impact of the OG MSLE tutoring on the students will be measured through analysis of the pre and post intervention assessments (CORE–Assessing Multiple Measures, Kottmeyers and CTOPP-2) to gauge the degree of growth in reading proficiency. To assess the impact of on general reading achievement, OAA scores, or other standardized test measures available for the students (dependent on grade level) will also be included in the analysis. Pre-intervention measures will begin in August when teacher-trainees begin screening of students for selection for their practicum. The post intervention measures will be completed in May, and the data analyzed following the completion of all measures. Teacher trainees will administer all of the individual student assessments (except the district standardized tests which will be taken from school records. All of the teacher-administered student measurements, STAR benchmarks and OAA scores will be analyzed utilizing a multivariate analysis of covariance (MANCOVA) to assess the impact of the program on student reading ability and overall achievement. Dr. Michael Corrigan will conduct an independent data analysis and provide a written report. The results of this project will be first shared with staff, administrators and parents of PLSD through newsletters, or meetings. Results will also be shared with other CDC Learning Centers across the nation during annually scheduled meetings by the Director of the Columbus CDC. The results will be shared with other educational providers via scheduled meeting with CDC staff, or curriculum or special education administration in neighboring districts. Additionally, Dr. Corrigan's written report of findings could be used to create a publication if warranted.

* 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 first short term objective is the success of the initial seminar training with the teacher trainees. This will be measured through quizzes, book reports, exams and graded lesson plans. Teachers will be expected to pass at the 85% level, and will be given additional coaching readings or practice activities if they don't reach this level of proficiency. Second, observations and supervision of the practicum will monitor the progress of teachers in applying their knowledge to actual classroom and instructional use effectively. Teachers must complete 100 hours of supervised practicum, and ten lessons will be directly observed (or taped and reviewed) with feedback conferences following. The District Trainer and the CDC staff will be responsible for monitoring progress of the practicums. Student progress is equally important and will be the focus of both formative and summative assessments. The teacher-administered assessments (CTOPP-2, CORE and Kottmeyser's) will provide formative information for teachers around which to design the student's specific tutoring session lessons. The OG MSLE lessons themselves include assessment of previously learned skills so that skills and concepts are continuously monitored and reinforced. For the summative evaluation, pre-intervention measures will begin in August when teachers begin screening of students for selection for their practicum. The post intervention measures will be completed in May. Teacher trainees will administer all of the individual student assessments (except the district standardized tests which will be obtained from school records). Data will be compiled by the District Trainer and CDC director, and analyzed by an independent evaluator, Dr. Michael Corrigan, associate professor of Education at Marshall University (Corrigan@marshall.edu). Dr. Corrigan will conduct an independent analysis of the data and provide a written report of the results (see #19 for analysis design).

* 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.

In the event that, during the project, the progress monitoring data that is collected is not showing significant progress in student achievement, additional data will be collected and additional support will be provided to the teachers so that instruction can be adjusted. This support may come in the form of additional one-on-one conference time with the trainer or CDC staff, or additional training on specific skills related to reading instruction in the monthly, whole group seminars. If specific teachers are not showing progress in learning and applying the skills being taught, the District Trainer will schedule time to be in the classroom to model skills and additional one-on-one time with the District Trainer or CDC staff will be scheduled. Additionally, the District Trainer, in collaboration with the staff of the CDC, will use teacher and student progress to determine areas to address in the monthly seminar sessions beyond what is scheduled.

23. Describe the substantial value and lasting impact which the project hopes to achieve.

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

The immediate value of the project will be the 120+ students directly impacted by the tutoring sessions as a result of the teacher training that is implemented. It is expected that they will make significant progress above what they would have in the regular classroom or intervention setting, based on experience and data with previous students (such as those who have received tutoring at the CDC). However the most impactful and lasting value will be the intensive and in-depth training that the 20 teachers will receive in the Orton Gillingham MSLE approach. The range of skills these trainees will learn (see list in #8), and the assessments they must pass at 85% proficiency or better exceeds undergraduate and most graduate training. The 100 hours of supervised and structured practicum will exceed any other training or professional development they would have received in any educational setting. The result is a highly skilled teacher who can assess,
diagnose and provide targeted instruction in decoding, encoding, phonemic awareness, fluency, vocabulary and comprehension. By strategically selecting K-3 classroom teachers, RtI and special education teachers for the training, with at least one per PLSD building, the project will create a cadre of resource staff that can be utilized by any teacher in the district who has struggling or below grade level readers in their classrooms. Beyond the project year, this group of trained teachers will continue to add value to the district not only through services to their students, but also to provide embedded professional development to their building colleagues. As more classroom teachers, particularly K-3 (and also pre-K) become acquainted with the foundational language skills that are part of the OG MSLE, they will be able to integrate them into their reading instruction, benefiting all students. The "train-the-trainer" component of the project will add to this resource as the district will have 2 highly trained trainers who can continue to provide the in-depth training and practicum supervision to new staff rather than needing to send these teachers outside the district for training (a savings of minimally $2500 per staff member). In addition, the purchase of the teacher materials and resources needed to complete the project will provide a rich resource library that will be relevant and current for many years. Thus, not only will the project elevate the level of reading instruction and intervention services to students, it will continue to "pay dividends" for many years to come as the training spreads throughout the district and becomes integrated into instruction and intervention services. Over the longer term, as a result of this self-sustaining project, it is hoped that PLSD will witness a decrease in the number of students needing reading intervention or special services. They should also see an increase in the number of third grade students passing the OAA and ultimately an increase in graduation rates.

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

The benchmarks used to determine student achievement growth in reading will be the subskills of reading as measured by the CORE, Kottmeyer's Diagnostic Spelling Assessment, CTOPP-2, OAA and STAR reading assessments. These include: phonemic awareness, phonics, fluency, vocabulary and comprehension (the five big ideas of reading as established by the National Reading Panel). These measures will be given at least prior to the intervention and at the end of the intervention (August and May). Overall reading achievement will be measured with the OAA or other available standardized achievement tests. The success of the teacher training is critical to the improvement in student achievement. The benchmarks used to determine teacher knowledge and application of skills are based on the IDA knowledge and practice standards and the newly adopted Ohio Senate Bill 21: Ohio Reading Competencies for all reading credentials and teacher training. Formative, summative and observational assessments will be administered regularly throughout the year long training process (see #22 for additional detail).

* Spending Reduction in the five-year fiscal forecast

It is estimated that the project will minimally realize $90,000 in cost savings over 5 years, $20,000 in reduced costs for outside training in reading methodology and $70,000 in one fewer RtI or special education teacher than projections. Benchmarks will be the cost for training over the past 2 years for Orton-Gillingham type training ($20,000), which will be compared to district costs over the next 5 years, which is expected to be less than $2,000 per year (to sustain the project). Without the project, district costs could be as high as $50,000 over the next 5 years if spending levels remain the same, however we are conservatively assuming $20,000 in savings. The district is projected to hire 15 new intervention teachers in the next 5 years based on growth in the need for services. Actual hirings will be compared to this benchmark to determine cost savings. Another way to measure this is to compare the growth in need for RtI and special education reading-related services over the past 5 years and compare it to the rate of growth after the project, with the expectation that the rate of growth should decrease, all else being equal.

* Utilization of a greater share of resources in the classroom

As a result of this sustainable, innovative project, the number of in-district teachers trained in the Orton Gillingham Methodology will increase by 20. All of the training and resources supported by the project will go directly into classroom use, supporting regular, RtI and special education students who struggle with reading or learning to read. The trained teachers and the trainers will be able to use newly gained knowledge and skills to provide professional development within each of their buildings. Benchmarks will be the number of students directly impacted by the trained teachers (both practicum and any others who receive OG MSLE-type instruction). It is expected that this will grow from at least 120 during the project year to ultimately all students who require reading services. The District Trainer will also track any professional development or sharing by the teacher-trainees within their buildings that result from the training. This number is not expected to be significant during the initial project year, but will grow after the formal project ends. Over time, we hope that all staff who are involved in teaching reading or who provide reading intervention services will receive some form of training or professional development. It is hoped that in 5 years, OG MSLE methods and materials will be fully integrated into all district reading instruction and intervention services, so that all students pass the 3rd grade OAA and the number of RtI students who need reading intervention decreases or the time needed for services declines.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

- Yes
- No
If the applicant selects “Yes” to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

Yes, this project is able to be replicated. With the requirements of the 3rd Grade Reading Guarantee, it is expected that districts will be searching for proven strategies and methods with which to prevent reading failure and provide effective intervention services. As a result of this project and the positive results that are expected, there will be strong evidence that providing the intensive training and resources in district, committing to a program of professional development to spread and integrate the OG MSLE approach into reading acquisition and reading intervention instruction is effective in curbing and treating reading failure. To replicate, districts may contract with one of Ohio’s 10 non-profit CDCs, or other Orton Gillingham MSLE certified trainers, to provide OG MSLE Initial Level training to their teachers. Once the teachers complete the initial year long training and pass the Alliance National Exam, one teacher can be trained to be an in-district trainer of MSLE. The entire train-to-be-a-trainer process takes five years to complete. However, once completed an in-district trainer may work with the CDC or independently to provide MSLE training to district staff. The results of this project will be shared with other CDC Learning Centers across the nation during annually scheduled meetings by the Director of the Columbus center, Jean Colner. The results will be shared with other educational providers via scheduled meeting with CDC staff, the PLSD District Trainer, and curriculum or special education administration in neighboring districts. This innovative partnership utilizes the clinical training offered through the CDC clinical teacher training institution to provide intense, evidence based, teacher instruction on MSLE and the foundational skills of language. There are 50 centers in the Northeastern United States, 10 in Ohio, that have the capability to partner with other school districts for this accredited OG MSLE training. Currently only one university in Ohio (Mount St. Joseph in Cincinnati) has been accredited by IDA to offer similar training in a Masters program in teacher education. This innovative project can be easily replicated to provide teacher training that is necessary for effective reading instruction for any district.

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).

Cynthia M Goldhaber
No consortium contacts added yet. Please add a new consortium contact using the form below.
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<tbody>
<tr>
<td>Jean</td>
<td>Colner</td>
<td>614-357-3170</td>
<td><a href="mailto:columbus.learning@gmail.com">columbus.learning@gmail.com</a></td>
<td>Children’s Dyslexia Center</td>
<td></td>
<td>290 Cramer Creek, Dublin, Ohio, 43017</td>
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<tr>
<td>Blythe</td>
<td>Wood</td>
<td>Academic/Behavior Coach PLSD</td>
<td>Ms. Wood will serve as the Director of the on-site PLSD cohort. She will be responsible for collaborating with Center Directors to organize job-embedded professional development, maintaining resource inventory, modeling research-based strategies and programs, assessing students, recommending interventions for students, assisting in providing teacher resources and providing on-going support as needed.</td>
<td>Blythe Wood is a Certified Academic Language Practitioner and serves as the Academic/Behavior Coach for PLSD Special Education Department. Her credentials include the IMSLEC accredited Orton Gillingham Level I, Advanced, Supervisor, and Trainer Training, Wilson Level One and Two Certification, the Reading Endorsement, and Special Education Certification K-12.</td>
<td>She is currently responsible for organizing job-embedded professional development, maintaining resource inventory, modeling research-based strategies and programs, assessing students, recommending interventions for students, assisting in providing teacher resources and providing on-going support as needed. She is also a supervisor at the Children's Dyslexia Center in contractural partnership with five school districts to train teachers in MSLE using both a distance and face-to-face model.</td>
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<tr>
<td>Lucy</td>
<td>Frontera</td>
<td>Executive Director of Ohio Partners in Character Education</td>
<td>She will serve as a consultant to the Children's Dyslexia Center and PLSD on-site trainer to assist with managing project activities, evaluation, and reporting.</td>
<td>Ph.D., University of Delaware, Major: Human Development, Minor: Research and Evaluation and Public Administration M.S., University of Delaware, Major: Individual and Family Studies B.S.H.E. with High Honors, University of Delaware, Major: Child Development Minor: Special Education</td>
<td>Executive Director of Ohio Partners in Character Education for 15 years where she has managed over $5 million in grants for the ODE and the USDOE, including oversight of the independent evaluations of each project.</td>
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<tr>
<td>Donna</td>
<td>Irene</td>
<td>Associate Director for the Children's Dyslexia Center Dublin, Ohio</td>
<td>She is responsible for organizing and supervising the Orton Gillingham MLSE Initial and Advanced Level tutor training program and practicum experience. She will assist with practicum management, assessment of students and trainees, and course presentations. She will also provide on-going support for the district trainer and trainees.</td>
<td>MEd. Learning Disorders from University of Rochester. 6 years teaching in school districts in New York, California and Columbus. 10 years working at the Children's Dyslexia Center in Dublin, Ohio and several years as a private OG/MSLE tutor.</td>
<td>Adjunct instructor for Ashland University. She has served as the trainer for 8 cohorts trained in IMSLEC at the Dublin center since 2007, and supervised the Orton Gillingham Initial and Advanced tutor-training practicum. She developed the clinical infrastructure for level 1 trainees and coach training and assists with pre- and post-testing for all center students. Ms. Irene will assist in overseeing and participating in the the training, observing, grading and providing ongoing support for the district trainer and trainees.</td>
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<tr>
<td>Dr.</td>
<td>Corrigan</td>
<td>Educational Psychologist and a</td>
<td>Dr. Corrigan will provide an independent analysis</td>
<td>Ed.D. West Virginia University; Major: Educational Psychology;</td>
<td>Michael Corrigan. Ed.D. is an educational</td>
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| Jean Colner | Director of the Children's Dyslexia Center in Dublin, Ohio | Ms. Colner will oversee the training and participate in the training, observing, and providing ongoing support for the district trainer and trainees. Support will include: assessments, observations, feedbacks, lecture planning, teacher evaluations and other areas as needed. | She holds the Instructor of Certified Academic Language Practitioner (I-CALP), Certified Academic Language Therapist (CALT), Certified/Academy of Orton Gillingham Practitioners and Educators (C/AOGPE) credentials. She is the Principal Trainer for the 18 initial and advanced level cohorts trained in the IMSLEC accredited in Dublin and Canton, Ohio Centers since 2004. She is a member of the ODE Third Grade Reading Guarantee Work Group, participated in the development of the new Ohio Reading Competencies (S.B. 21), Vice President of Long Range Planning for the National Academic Language Therapy Board of Directors, and a Member of the Board of Directors for the National Alliance for Accreditation and Certification. | She is responsible for organizing and supervising the Orton Gillingham MSLE Initial and Advanced Level tutor-training practicum and after-school tutoring program at the Dublin Center, and has implemented the Train-the-Trainer program in 2 districts, and oversees and conducts standardized assessments for all Center enrolled children and manages the center corporate Data Collection System. Ms. Colner will oversee the training and participate in the training, observing, and providing ongoing support for the district trainer and trainees. |