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<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
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**Adjusted Allocation**: 0.00

**Remaining**: -355,000.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Regional Educational Audiology Center for Technology (REACT)

2. Executive summary: Please limit your responses to no more than three sentences.
REACT envisions an innovative shared regional audiology resource center and lab for the Summit and Medina County Educational Service Centers' client districts that will disrupt current service delivery models for students with hearing loss. REACT will provide the following components through a collaboration with the University of Akron: 1) centrally accessible audiology services; and 2) the development of professional connected learning modules for general and special education teachers and related services staff.

3. Total Students Impacted:
16416

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
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- Kindergarten
- 11
- 12

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

First Name, last Name of contact for lead applicant
Joseph Petrarca

Organizational name of lead applicant
Summit County Educational Service Center

Address of lead applicant
420 Washington Avenue

Phone Number of lead applicant
330-945-5600

Email Address of lead applicant
joep@cybersummit.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
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

REACT envisions an innovative project using a greater share of resources and benefiting from a shared services delivery model by improving student achievement through collaborative partnerships between school districts, educational service centers, and higher education. Speaking and Listening is one of the Common Core Standards Ohio has adopted. Research indicates that children spend at least 60% of the day listening and learning in classrooms. Access to the curriculum includes being able to hear and participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and large groups. In addition, literacy skills depend heavily on auditory/listening skills. Children with hearing loss have subsequent language and reading difficulties. Evidence shows that "hearing" is the most effective modality and foundation for the teaching of spoken language, literacy, and other cognitive skills. Child development is positively influenced if "hearing" is emphasized and negatively affected if hearing is minimized. In addition, public schools are experiencing an increase in the number of children with hearing loss. The American Speech and Hearing Association shows that 14.9% of school age children have some degree of hearing loss. Presently, the districts in the area are contracting for educational audiology services through various private providers. Data analyzed from various school district expenditures revealed a total cost of $58,000.00 for audiological services. This service model has led to gaps in the identification of students with hearing loss in addition to the knowledge of staff instructing this population. Ongoing and sustained professional development has not been provided because of inconsistencies as to how districts contract audiological services.

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

REACT will provide the following components: 1) a centrally accessible audiology resource center and lab accessible to client districts and students; and 2) the development of professional connected learning modules for general and special education teachers and related services staff. The central audiology lab will provide convenience for families and their children as well as a state of the art resource for districts for their students suspected of or who have an identified hearing loss. In addition, REACT will develop online learning modules at no cost to the district. Staff will have the opportunity to access these learning modules at their convenience to address professional development needs in this area. These learning modules, using a connected learner approach, includes knowledge learning, interactive collaboration, practical ideas, blended learning, and coaching. The online learning modules will be developed in partnership with the University of Akron faculty in the School of Speech Language Pathology and Audiology and maintained through the Summit County Educational Service Center. These modules will consist of a three tiered approach which will engage learners in the following learning components: (1) professional learning communities (2) personal learning networks (3) online communities of practice. The modules will include the following topics: 1. Why Hearing is Important 2. How to Teach the Child with a Hearing Impairment in the General Education Classroom 3. Current Technological Innovations for the Child with a Hearing Loss 4. Troubleshooting with Assistive Technology and Hearing Aids 5. Reading and Hearing Loss: Impact on Learning 6. Classroom Modifications and Accommodations 7. 504 Plan / IEP: Considerations for Children with Hearing Loss 8. Barriers and Solutions to Hearing Loss 9. Enhancing Spoken Language for Children who have Hearing Loss 10. Teaching Advocacy Skills for the Adolescent with Hearing Loss

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.)

REACT will improve access to listening and learning for students at risk for hearing difficulties by constructing a regional educational audiology center with teleaudiology practices while utilizing shared educational audiology outreach services to increase classroom access to the common core standards and literacy across the educational lifespan. REACT will address the diverse listening needs of students with hearing loss by evaluating the level and degree of hearing loss, fitting hearing assistive technology, and supporting accommodations in the mainstream classroom to bridge the auditory access gap. Students with managed hearing loss across the educational lifespan will experience the removal of barriers while providing the flexibility to maximize classroom resources.

- 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.)

The creation of online connected learning modules for professional development utilizing an "anytime/anywhere" system of pedagogical
### C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

**10. Which of the following best describes the proposed project?**

- 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

**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)
- *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.

As an educational service center, we do not have an ODE generated report card. The impact on per pupil expenditure does not apply to this grant project because the savings will be realized at the district level.

*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.*

Applications 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>Total Project Cost</th>
<th>State the total project cost.</th>
</tr>
</thead>
<tbody>
<tr>
<td>$355,000.00</td>
<td>State the total project cost.</td>
</tr>
</tbody>
</table>

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

80% of the requested grant will be allocated to Capital Outlay expenditures. $150,000 will be appropriated to retrofit existing space at the...
Summit County Educational Service Center to accommodate the audiology lab; of the $120,000 allocated to Support Services; $110,000 will be used for purchasing the audiology equipment (i.e. acoustic systems examination suite, clinical two channel audiometer, diagnostic tympanometer, clinical real ear hearing aid analyzer); $8000 will be used to purchase Frequency Modulated Systems (FM) which are used to improve the signal to noise ratio in the classroom and evaluate the effectiveness and efficacy of such devices diagnostically; and $2000 will be allocated toward the purchase of required technology for the creation of the learning modules (e.g., video editing software; laptop and web cameras, etc.). A total of $50,000 is being requested in Purchase Services for an audiologist's time in creating the learning modules and providing professional development; $10,000 is designated for the purchased service for distribution of learning materials; and the information technology specialist's time in formatting the learning modules. $25,000 will be allocated for administrative costs that will be used to cover the expenses toward the retrofitting of the audiology lab (e.g., required paperwork and building permits, etc.); the creation of referral and audiology forms; and the initial investment of additional storage space for the educational service centers' web server to house the learning modules. Finally, $10,000 will be used to provide professional development materials such as handouts, equipment guides, and for the provision of substitute teachers so that staff can participate in specified training not covered by the learning modules.

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<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?</td>
<td>Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below. No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.</td>
</tr>
<tr>
<td>14. Will there be any expected savings as a result of implementing the project?</td>
<td>Yes</td>
</tr>
<tr>
<td>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 &quot;No&quot; 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. 0.00 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.).</td>
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</tr>
</tbody>
</table>

Although there are no cost savings directly to the educational service center, there will be a cost savings to the districts of at least $18,000.00 project wide. Potential anticipated cost savings over the educational lifespan for an individual student may be well over $1,000,000 after special education costs (intervention specialists; related service providers, etc.) are calculated. The positive outcomes of providing diagnostic and intervention services, especially when children are identified at a young age decreases the need for related services and specialized rehabilitation and remediation as that child advances through the educational system. The indirect costs to society are incalculable. Maintaining the audiology lab in a central location eliminates the costly need for travel and mileage expenses while improving efficiency; providing a rent free facility for districts and audiologists eliminates costly overhead charges built into current contracts. Providing online connected learning modules decreases costs for expensive professional development activities (speaker fees; substitute costs; lost classroom instructional time, etc.). Through the shared service delivery model, the University of Akron Audiology and Speech Center will provide clinical doctoral students (under the supervision of a licensed audiologist) to provide audiological services thus reducing direct costs to districts.

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
**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 - December 2014

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

   The scope of work prior to grant implementation has been substantial. Partnership meetings have occurred on a monthly basis and have consisted of the development of processes and procedures for all phases of the project including project evaluations and coordination of activities between and among entities. Focus group meetings have been held quarterly with representative districts to review progress and assist in refining these processes and procedures. September 2013 Focus group meeting to gauge interest in audiology lab October 2013 Partnership meeting to discuss implementation, referral process, and sustainability November 2013 Partnership meeting to review progress and determine audiology site December 2013 Partnership meeting to review first implementation, referral and sustainability January 2014 Focus group meeting to review progress, review changes; group in favor of having 1 central audiology site Partnership meeting to review focus group results and develop potential budget February 2014 Partnership meeting to review progress, develop budget, discuss project evaluation March 2014 Partnership meeting to refine budget, complete project evaluation

   * Anticipated barriers to successful completion of the planning phase

   There are no anticipated barriers to successful completion of the planning phase.

18. Implementation - Process to achieve project goals

   * Date Range August 2014 - June 2015

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

   The execution of a contract between the Summit County Educational Service Center and the University of Akron for audiological services; the selection of a focus group with representative districts; creation of monthly meetings to facilitate implementation activities; procurement and retrofitting building renovations for the Audiology Resource Center and Lab including ordering equipment and scheduling of installation; ordering hearing assistive technology equipment and creating loan agreements; creating and disseminating a survey of baseline professional development of educators and related service personnel; creating a referral form for district assessments; partnering with University of Akron for the development of qualitative measures of project including the development of a Customer Service Satisfaction Survey (CSSS) for districts and parents; and scheduling quarterly meetings with districts to review qualitative measures. By September 2014 the creation and delivery of an overview presentation to school personnel regarding services and REACT online learning modules (building level with select groups including school psychologist, speech-language pathologists, special education directors); related service providers
to participate in the online learning modules. By the end of September, the first Professional Development Module offered and continued monthly for 10 months with 10 core topics. By November 2014, the Audiology Resource Center and Lab will begin scheduling appointments and conducting assessments. From January through June 2015, monthly focus group meetings will occur to review qualitative and quantitative measures and to further guide the successful direction of the project. The final evaluation of the project will occur by the end of the grant period.

* Anticipated barriers to successful completion of the implementation phase.

The anticipated potential barriers to the successful completion of the implementation phase consists of the delay in the delivery of the audiological equipment and the slight interruption in retrofitting of the center due to unforeseen circumstances.

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).

The scope of work to be completed are as follows: retrofitting designated space for the audiology lab; creation of referral forms and reporting formats; development of procedures and processes for scheduling appointments and operations of the lab; and creation of CSSS, with processes developed for reporting and analyzing the data. The plans to evaluate and analyze the results of REACT will be developed by the focus group. This group will assist in the development of customer service satisfaction surveys (CSSS) that will be given to each parent, student (when appropriate), and referring district each time the audiology lab is utilized. Data from the CSSS will be analyzed and results shared with the focus group on a monthly basis, thus giving the group the ability to address any issues of dissatisfaction that may occur and reinforce effective practices and processes. This will aid in the rapid deployment of systematic changes and refinement of practices. The aggregated data will be compiled and analyzed with results being shared with member districts and the focus group. This data will be used to determine future directions and needs of the project.

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

There are no anticipated barriers to successful completion of the summative evaluation phase.

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

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

Please enter your response below:

The instructional and organizational changes through implementation of REACT will implement an audiology program for the regional population of students with hearing/auditory needs. This implementation will be central and classroom-based to improve student achievement. Teleaudiological practice will be implemented to provide ongoing assistance to classroom teachers, district staff, and parents to provide cost effective immediate support. Impact- Regionalization and teleaudiology services will decrease the time students spend traveling to programs and for audiological services. Teleaudiological services will also reduce transportation related expenses for the audiologist (e.g., mileage reimbursement, time spent traveling to districts). Enhancements- Currently, school districts contract services for students with hearing impairments or other audiological needs through different agencies that may or may not have knowledge of school based needs. Straight A funds will be used to create a centralized audiology center that is in close proximity to member school districts. Sustainability- The Straight A funds will cover the cost of the equipment calibration, maintenance and telepractice technology for the first five years. Summit County ESC will provide a rent-free physical space for the audiological suite. Audiological staffing will be streamlined by using university clinical doctoral students whenever possible to deliver certain audiological services under supervision of a licensed audiologist. Enhance Hearing Impaired Professional Development for Educators through online learning modules which will provide embedded professional development to district staff on language-literacy and audiological accommodations, modifications, and evidence-based practices. These enhancements will be classroom-based and improve student achievement. Impact- Professional Development will build capacity in teaching staff and regional district programs. Professional Development will ensure educators have the skills to serve students with hearing loss and language-literacy needs, ensuring students meet the 3rd Grade Reading Guarantee and achieve a Free and Appropriate Public Education as mandated by federal law. Distance learning technology will allow educators and parents to have on-demand and embedded access to professional development from their districts or home. Large group and in-person professional development will also be available upon request. Enhancements- Professional Development will enhance existing efforts at the district-level and reduce meeting expenditures relating to registration and speaker fees, mileage, and substitute teacher costs. Graduate students in the School of Speech-Language Pathology will be used to deliver elements of the professional development as part of their language-literacy course work and practica requirements. Sustainability-Because of the shared services delivery model, including the development of online learning modules, professional development eliminates future program costs. The learning modules will be maintained free of charge on the Summit and Medina counties web sites. By creating a learning community collaborative for teachers and professionals affords teachers the opportunity to implement knowledge acquired into their respective classroom settings.

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

*Please enter your response below.*

**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.

| Joseph Petrarca | Summit County Educational Service Center | 330.945.5600 | joep@cybersummit.org |

* 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).

| Progress toward short-term objectives will be measured via analyses of customer service satisfaction surveys and targets established by the focus group. The customer service satisfaction surveys will measure qualitative data regarding the lab and learning modules by addressing the needs of stakeholders (e.g. parents, districts, students when appropriate) in such critical areas as ease of accessibility, understanding results, friendliness of staff etc. Quantitative data will measure the number of students being referred and assessed, the number staff accessing the learning modules, and the number of students overtime who are showing an increase in academic achievement as determined by local and state assessments. The project’s progress will be bench marked against its existing goals on a monthly basis and reviewed for accuracy and momentum during focus group meetings. Student data will be analyzed over time to measure progress within the general education curriculum. This systematic process of data collection and analysis with the focus group will allow for the rapid deployment of existing goals and realignment of activities and outcomes of the project. |

* 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 method of collection and analysis of data through customer satisfaction surveys and the quantitative results will determine if the project objective are being met. If the data indicates that outcomes are not being addressed then the focus group will assist in designing new processes and procedures which will align with the project’s outcomes. |

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

*Please enter your response below.*

**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.**

Through the implementation of REACT will improve management of hearing loss by promoting effective strategies in the classroom and increasing literacy; provide a regionalized audiology resource center will provide a central location to diagnose and monitor children's hearing acuity across the educational lifespan; minimize delays in unmanaged hearing loss that leads to educational difficulties through shared resources of the audiology center; decrease the need for specialized services (self-contained classroom/resource room/speech and language services) and increase the services provided in the general education classroom; decrease in the overall cost of special education and related services for children with hearing loss by: 1. Increasing the number of students referred for audiological evaluations by at least 10% above baseline, currently at 125 students per year. 2. Improve educational results for students with suspected or diagnosed hearing loss with at least one year’s growth in one year’s time as measured by value-added data. It is anticipated that with early and appropriate diagnoses that an increase of the number of children referred for audiological evaluations will occur as well as an improvement in students' achievement beyond the grant period.

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

REACT will improve access to listening and learning for students at risk for hearing difficulties by constructing a regional audiology resource center and lab with teleaudiology practices while utilizing shared outreach services to increase classroom access to the common core standards and literacy across the educational lifespan. REACT will retrofit the Summit County ESC center to house the centralized audiology center within two to four months of receiving the grant Focus group will promote the shared service delivery model to member districts. REACT audiologist will create the first online learning module by August 2014 to provide an overview of how to integrate hearing and listening into the classroom to remove auditory barriers to maximize classroom resources. REACT will address the diverse listening needs of students with hearing loss by evaluating the level and degree of hearing loss, fitting hearing assistive technology, and supporting accommodations in the mainstream classroom to bridge the auditory access gap. The Focus group will develop and distribute electronically service information to inform member districts of the range of services that are available through the centralized audiology resource center. Based on the diagnostic evaluation provided at the centralized audiology resource center, the Educational Audiologist will provide stakeholders with evidence-based and educationally relevant goals and teaching strategies based on the diverse listening needs of individual students. This includes prioritizing resources designed for the classroom so that instructional practices are as effective as possible removing barriers for the child to access the general education curriculum and promote success. These benchmarks have been developed and implemented in a similar project by Dr. Spangler in Stark County and were successfully attained.

* Utilization of a greater share of resources in the classroom

REACT will utilize a greater share of resources in the classroom by: The creation of learning modules for professional development utilizing an online system of pedagogical support for staff working with hearing impaired students. This will utilize a connected learner approach which includes knowledge learning, interactive collaboration, practical ideas, blended learning, and coaching. The implementation of professional learning communities will begin August 2014 utilizing university faculty and professional expertise to address the needs of educators/staff who are serving children with hearing loss. Ten (10) modules will be developed (topics identified in question #8), recorded, and posted through the educational service centers’ web sites. From grant award to beyond the grant period, member districts will identify students suspected of having hearing loss; district support staff will be selected to participate in the professional learning communities. These benchmarks have been developed and implemented in a similar project by Dr. Spangler in Stark County and were successfully attained.

* Implementation of a shared services delivery model

The implementation of a shared services delivery model contains increased costs for districts relating to audiological services. Using this delivery model by providing districts and families a central location to obtain audiological assessments and services, it is anticipated the number of students referred and identified for assessments will increase in the region. This in turn will lead to appropriate identification with subsequent applicable intervention, remediation, and rehabilitation services for students with hearing loss. It is unknown whether a similar project has been successfully implemented using the shared services delivery model.

* Other Anticipated Outcomes

Another anticipated outcome is the creation of a unique shared service delivery model between three distinct and separate agencies for others to replicate widening the scalability of students impacted and improving the efficiency of audiological services for this under served population of students.

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

[ ] Yes

[ ] No

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

* Explain your response

The time and effort it would take to implement REACT in another region is minimal. Creating relationships and partnerships between the appropriate organizations and institutions of higher education is critical to successful implementation of this model. The focus group will be available to share lessons learned from the planning and implementation for this project. The focus group will also apply to make formal presentations as appropriate at local, state, and national conferences. REACT is a commonsensical initiative to ensure children with hearing loss in Ohio achieve everywhere using a "hub and spokes" model for shared service delivery. The partnerships of Summit County Educational Service Center and the University of Akron provide the framework to construct a comprehensive hub grounded in best practices for children with hearing loss in the public school setting. The hub program will provide a framework for replicating the program as well as serve as professional development experts in this specialized area through connected learning communities, recorded online webinars, just-in-time consultation, and mentoring. The recorded, open access framework of the materials provides the framework to share REACT with other districts to meet the needs of teachers providing achievement to children. The partnership of the University, a training institution, creates a "spokes" model of training the future educational professionals in Ohio who will have the ability to specialize in teaching, strategies, and techniques to facilitate listening for children who are deaf and hard of hearing in school. The uniqueness of this shared service delivery model between three distinct and separate agencies for others to replicate widening the scalability of students impacted and improving the
efficiency of audiological services for this under served population of students.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).
No consortium contacts added yet. Please add a new consortium contact using the form below.
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<th>First Name</th>
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<tbody>
<tr>
<td>Will</td>
<td>Koran</td>
<td>330-723-6393</td>
<td><a href="mailto:wkoran@medina-esc.org">wkoran@medina-esc.org</a></td>
<td>Medina County ESC</td>
<td>048454</td>
<td>124 W Washington St, Medina, OH, 44256-2244</td>
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<tr>
<td>Roberta</td>
<td>DePompei</td>
<td>330-972-6114</td>
<td><a href="mailto:rdepomi@uakron.edu">rdepomi@uakron.edu</a></td>
<td>University of Akron</td>
<td></td>
<td>Polsky 181D, University of Akron, Akron, OH, 44325-3001</td>
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<td>Joseph</td>
<td>Petrarca</td>
<td>Director of Student Services</td>
<td>Mr. Petrarca will be responsible for managing the grant activities and budget. He will supervise the regional audiology resource center ensuring appropriate delivery of services. In addition, Mr. Petrarca will be responsible for coordinating activities relating to the grant and facilitating the evaluation as it relates to the focus group and member districts.</td>
<td>Joseph Petrarca is currently Director of Student Services for the Summit and Medina County Educational Service Centers; he provides additional support to five districts in Portage County. He has a Masters of Arts in Speech Language Pathology in addition to administrative licenses that will provide expertise in programming and leadership with the project.</td>
<td>Petrarca has nearly 20 years experience as a school administrator and has served as such at the district and county levels. Petrarca has served in a leadership role in various state organizations such as Ohio School Speech Pathology Educational Audiology Coalition. He has over 30 years of experience in developing and sustaining innovative programs for students with disabilities in the areas of assistive technology, autism, and transition programs.</td>
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<tr>
<td>N'ecole</td>
<td>Ast</td>
<td>Associate Director of Student Services</td>
<td>Ms. Ast's background in special education and behavior consultation will serve as an important resource for assisting districts in the implementation of audiological recommendations into daily practice. She will support district staff in accessing the training modules and facilitating conversation on how to utilize the training across classroom environments. As a member of the focus group, she will assist in evaluating the project.</td>
<td>N'ecole Ast is currently Associate Director of Student Services for the Summit and Medina County Educational Service Centers. She provides support to 22 districts between Summit and Medina counties. She holds a Masters of Arts in Education Administration and has an extensive background with student with special needs.</td>
<td>Ms. Ast has 11 years of experience as a teacher, consultant, and administrator. She is also a trainer of trainer in several state mandated special education initiatives which will assist her in supporting district staff with the implementation of the training modules.</td>
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<td>Carrie</td>
<td>Spanger</td>
<td>Coordinator</td>
<td>Dr. Carrie Spangler will be responsible for managing the regional audiology lab and resource center. She will coordinate services for districts and also provide direct services to students. As a member of the implementation and focus group, Dr. Spangler will participate in the evaluation of the project.</td>
<td>Dr. Carrie Spangler is employed at the University of Akron as the Coordinator of the Hear and Learn program as an educational audiologist. She has received her Masters and Doctoral degrees in Audiology. In addition, Dr. Spangler's personal experience of growing up with a hearing loss coupled with her community/academic success generates compassion and dedication to the success of implementing and sustaining this project.</td>
<td>Dr. Spangler has 14 years of professional experience in developing and executing innovative and sustainable programs for children with hearing loss in the school setting. Projects include the development and startup of the SPEAK program (Stark Projective for Educating Audition in Kids), an integrated listening and spoken language preschool program. In addition, she has been involved in grant writing for Stark County's educational audiology lab equipment which services students in various Stark County school districts. She has experience in transition support groups for students with hearing loss; while co-authoring a national advocacy program, GAP (Guide to Access</td>
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<td>Sondra Clevenger</td>
<td>Treasurer</td>
<td>Ms. Clevenger will be responsible for the oversight of the fiscal budget and ensuring that funding is being utilized according to this specification of this grant and the Uniform School Accounting System (USAS).</td>
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<td>Ms. Clevenger has a Bachelor of Science in Industrial Management and has held local leadership positions for the Ohio Association of School Boards Organization. In addition, she holds a Treasurer’s License from the State of Ohio.</td>
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<td>Ms. Clevenger has over 20 years experience as a school treasurer and has effectively managed and monitored several state and federal grants. Yearly audits show 100% compliance.</td>
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