Budget

Summit County ESC (049965) - Summit County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (59)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	17,500.00	21,000.00	0.00	0.00	38,500.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	8,000.00	0.00	0.00	8,000.00
Prof Development	0.00	0.00	53,500.00	5,000.00	0.00	0.00	58,500.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	71,000.00	34,000.00	0.00	0.00	105,000.00
						Adjusted Allocation	0.00
						Remaining	-105,000.00

Application

Summit County ESC (049965) - Summit County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (59)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Multisensory Reading Intervention/Remediation Cohort Training

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

The purpose of this grant is to train a cohort of 25 individuals in the region served by the Summit and Medina County Educational Service Centers in multisensory reading intervention and remediation techniques leading to Level 1 Certification in the Wilson Reading System (WRS).

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.

4700 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
- [x] 3
- [x] 4
- [x] 5
- [x] 6
- [x] 7
- [x] 8
- [x] 9
- [x] 10
- [x] 11
- [x] 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 Cuyahoga Falls OH 44221

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
- [x] 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

- [x] Yes
- [ ] No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

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

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

The current state or problem to be solved; and

Since the passage of HB96 ("Ohio's Dyslexia Law") districts in Summit and Medina Counties have seen an increase in the number of students being referred for reading evaluations under the disability category of Specific Learning Disability. Currently there are greater than 4,700 students in the region served by the Summit and Medina County Educational Service Centers that are identified as having a Specific Learning Disability (SLD). This number represents 50.1% (Ohio EMIS data, 2012-13) of all students with disabilities, which is well over the state average of 41.2% (Ohio EMIS data, 2012-13) and 41.5% nationally (Ohio Special Education Profile, Ohio Coalition for the Education of Children With Disabilities, 2013). A review of the 2012-13 District Report Cards for the 24 districts in the Summit/Medina County region indicated that 10 districts received a letter grade of "C" for Students with Disabilities' Progress in Reading; five each received a letter grade of "A" and "B;" one received a letter grade of "D;" and three received a letter grade of "F." More significant however, is the gap that exists for students with disabilities as compared to their non-disabled peers in reading, with only 64.2% achieving a score of proficient or above on the state reading assessment with scores ranging from 46.9% to 81.5%. The region's average score is in stark contrast to Ohio's Annual Measurable Objective for Reading of 83.4%. For students with SLD, closing this reading gap becomes critical when measured against the data which indicates that 57% of all students in Ohio who have a learning disability leave high school with a standard diploma compared to 68% nationally. In addition to the Third Grade Reading Guarantee it is vital that districts begin implementing research based reading intervention and remediation techniques to improve outcomes for students with disabilities.

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

This grant will assist districts in providing reading remediation using a multisensory research-based system of intervention to a cohort of 25 certified staff. Training will utilize the Wilson Reading System (WRS) leading to Level 1 Certification therefore meeting the needs of providing a legally defensible program of reading intervention and improvement for students with language-learning disabilities (dyslexia). The training will consist of a three - day overview for district selected staff; a two day implementation in-service prior to implementation; individual coaching sessions; and five group/cohort meetings. Substitute teachers will be provided to districts during implementation allowing personnel to work specifically with selected students and attend training sessions. In addition, materials and supplies will be secured for full implementation of the program. The WRS is a highly structured research based reading intervention program based on the principles of Orton-Gillingham. The WRS has been extensively researched and reviewed and is one of the programs recommended by the What Works Clearinghouse Institute of Education Sciences. Research studies have shown that after implementation students with disabilities show significant gains in word attack, reading comprehension and fluency skills.

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.)

Following the instruction and intervention using the Wilson Reading System students with reading disabilities will show: 1) at least a year's growth in a year's time per individual student as measured by Ohio's Value Added system; 2) at least two year's growth per individual student as measured by individually administered standardized achievement tests; 3) an increase in a district's proficiency rate as measured by the OAA and/or OGT performance for students with disabilities of at least 10%; and 4) as a region, an increase in the number of students receiving a proficient or above score in reading from 64.2% to 74.2%.

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

☑ 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.)

Staff selected to be trained as a Level 1 Certified Wilson Reading Instructor will participate in a three day overview of reading strategies and interventions prior to implementation. Topics covered during this time are: 1) reading research; 2) principles of language structure; 3) review of five areas of reading; 6) program implementation; 7) student placement, progress monitoring, and scheduling; 8) creating a successful classroom environment; 9) lesson planning and lesson procedures. Participants will be coached by the Educational Consultant five times a year with selected students and will also participate in five two-hour group cohort meetings throughout the school year.

☐ 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
- [x] 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.

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.

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.

105,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Salaries for substitute teachers, purchased services, and materials and supplies are the only costs associated with this grant. $17500 is allocated to reimburse districts for the costs of substitute teachers when staff are being coached or attending the overview and implementation meetings. $53,500 is the total salary for the Level 1 Certification ($45000) and includes mileage and travel costs for individual coaching sessions given the geographic locations of the districts served by the Educational Service Centers. Instructional supplies (student workbooks, WRS Reading Kits, etc.) constitute $21,000; governance and administration of the project is $8,000 and will be used provide office space to the Wilson Reading Instructor and support; $5,000 will be used for copying costs of research articles and presentation handouts for training.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

- [ ] Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

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

No further costs will be incurred after June 30th of the grant year as all materials and supplies will be purchased for selected staff; at this time there are no continuing education hours required to maintain Wilson Level 1 certification.

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

☐ Yes

☑ No

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

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.). If no, please explain

The expected costs of implementing this project are in the savings and expenses of providing ineffective interventions over the educational lifespan of a child with a disability at their district of attendance. When taking into account the large number of students identified as SLD in the region and the years a student remains on an IEP from initial identification to graduation a conservative estimate of savings is estimated to be $1, 250,000. The cost to society by teaching children with disabilities how to read and lowering the dropout rate is incalculable.

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 nature and design of the implementation of the Wilson Reading System is in itself self-sustaining. Once staff receive their Level 1 Certification there are no other requirements beyond the initial training. Staff will have the ability to share learned knowledge with other teachers regarding assessment strategies and remediation techniques post certification. This ability will provide districts with internal capacity to assist students diagnosed with dyslexia and reading disorders well beyond the grant period.

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 RangeMay - August 2014

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

Creation of application for district participation Application for training submitted to districts Districts select individual (s) for participation, complete application form and submits to Director Cohort selected Development with participating districts of project evaluation

* Anticipated barriers to successful completion of the planning phase

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

18. Implementation - Process to achieve project goals

* Date RangeMay 2014-May 2015

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

May 2014: Creation of application July 2014: Materials Ordered for cohort Aug/Sept 2014: 3 day overview; 2 day implementation meeting Sept 2014: 1st group cohort meeting Sept 2014: Participants identify student for training/certification Oct 2014: 1st Individual Coaching session Nov 2014: 2nd group cohort meeting Jan 2015: 2nd Individual Coaching Session Jan 2015: 3rd group cohort meeting Feb 2015: 43rdth Individual Coaching Session Mar/April 2015: 4th Individual Coaching Session Mar/April 2015: 4th group cohort meeting May 2015: 5th group cohort meeting/wrap up

* Anticipated barriers to successful completion of the implementation phase.

Other than weather related issues (e.g., calamity days) there are no anticipated barriers to implementation.

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

* Date RangeJuly 2014- June 2015

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

Jul 2014: Selection of participants completed with 20 individuals selected/confirmed Aug 2014: Pretest developed measuring participants' knowledge of reading remediation strategies Jan 2015: 1st student benchmark data reported? Mar 2015: District/participants satisfaction survey created April 2015: Satisfaction results analyzed April 2015: 2nd student benchmark data reported/analyzed May 2015: Post test developed measuring participant's knowledge June 2015: Analysis of OAA/OGT data per district and region; analysis of Value Added data per student

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

There are no anticipated barriers expected to this 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:

Several changes are expected to occur once individual participants are trained using the multisensory approach to reading intervention: 1) student improvement in overall reading skills; 2) an increase in IEP goal attainment as a result of that improvement; 3) an increase in districts' passage in reading on state assessments for students with disabilities; 4) a closing of the gap between students with disabilities and their non-disabled peers in reading as measured by state assessments.

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 ample research regarding the Wilson Reading System (WRS) and its substantial and lasting impact on reading for children who have dyslexia (Torgensen, et.al., 2006; What Works Clearinghouse, 2010; Stebbins, etc. al., 2012). Substantial gains in overall reading and comprehension skills have shown an improvement of nearly two grade levels with word attack skills increasing 4.6 grade levels. Longitudinal data on the effectiveness of the WRS have been conducted and have shown that students with disabilities have sustained their reading gains over time. WRS has been successfully implemented in districts across Ohio making this an easily replicable project.

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.

Joseph PetrarcaDirector of Student Services Summit and Medina County Educational Service Centers joep@cybersummit.org 330.945.5600

* 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).

Data collected will be pre/post knowledge of the cohort in regards to reading and its components; pre/post assessment in reading gains made by students using standardized and curriculum-based measures; outcomes of student's gains on Ohio's reading assessments; and a district survey measuring their satisfaction with the project. The outcomes will be shared on the Summit and Medina County ESC web sites as well as presentations by request to districts in Ohio. The final measures will be completed and analyzed by June, 2015.

* 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.

To ensure the successful completion of the project's objectives, a systematic review of bench marks and outcomes will be completed on a monthly basis. This will allow for timely adjustments of strategies and procedures aligning with the project's stated purpose.

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 substantial value and lasting impact lies in its to teach students with disabilities in reading specific techniques in order to improve literacy skills. This will have a long range impact on the individual by helping she/he to achieve academically and be prepared for a life beyond high school (e.g. entering the workforce or post secondary education). The outcomes of this project will result in the following: 1) at least a year's growth in a year's time per individual student as measured by Ohio's Value Added system; 2) at least two year's growth per individual student as measured by standardized individually administered achievement measures; 3) an increase in a district's proficiency rate as measured by the OAA and/or OGT performance for students with disabilities of at least 10%; and 4) as a region, an increase in the number of students receiving a proficient or above score in reading from 64.2% to 74.2%. The implementation of the Wilson Reading System will continue after the grant period is expired as once staff receive the training they will be able to continue providing the program to selected and identified students. Staff will have the ability to share learned knowledge with other teachers regarding assessment strategies and remediation techniques post certification. This ability will provide districts with internal capacity to assist students diagnosed with dyslexia and reading disorders well 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

1) at least a year's growth in a year's time per individual student as measured by Ohio's Value Added system, with data to be analyzed in June 2015 (or when data is available from ODE); 2) at least two year's growth per individual student as measured by standardized individually administered achievement measures, with pre testing occurring within 30 days of selection and final evaluation occurring be April-May, 2015; 3) an increase in a district's proficiency rate as measured by the OAA and/or OGT performance for students with disabilities of at least 10%, with data to be analyzed as per results when released (anticipated June 2015); and, 4) as a region, an increase in the number of students receiving a proficient or above score in reading from 64.2% to 74.2%, with data to be analyzed as per results when released (anticipated June 2015). The multisensory approach to reading instruction using the Wilson Reading System has been successfully implemented in districts in Ohio, for example, the Lake Local School District implemented this system over the past four years with significant results in reading skills. The bench marks above are comparable to the bench marks used during implementation at Lake Local Schools.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

Staff selected to be trained as a Level 1 Certified Wilson Reading Instructor will participate in a three day overview of reading strategies and interventions prior to implementation, anticipated late August 2014 or early September 2014 with the following anticipated benchmarks: June 2014: District determination of participants July 2014: Materials Ordered for cohort Aug/Sept 2014: 3 day overview; 2 day implementation meeting Sept 2014: 1st group cohort meeting Sept 2014: Participants identify student for training/certification Oct 2014: 1st Individual Coaching session Nov 2014: 2nd group cohort meeting Jan 2015: 2nd Individual Coaching Session Jan 2015: 3rd group cohort meeting Feb 2015: 43rdth Individual Coaching Session Mar/April 2015: 4th Individual Coaching Session , post assessment of individual students using individually administered standardized assessment Mar/April 2015: 4th group cohort meeting May 2015: 5th group cohort meeting/wrap up Once trained, individuals will be able to share knowledge, skills, and strategies with other teachers involved in reading instruction and remediation. The prescribed training of the Wilson Reading Systems (WRS) makes this process replicable in other districts. The above

benchmarks have been successfully implemented in those districts in which WRS has been used.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

An anticipated outcome is that once students begin to experience success in reading gains that other staff will also want to receive the training and certification in the Wilson Reading System. It is also anticipated that regional dropout rates will decrease when students are taught research based reading strategies.

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 Wilson Reading System (WRS) is easily replicated in other districts locally and statewide over the past decade. Districts who have employed this methodology have seen an increase in students' value added scores as well as overall improvements in district outcomes as measured by the OAA and OGT. WRS team will be available to share results and lessons learned by request. They will also apply to make local and state presentations at appropriate conferences outlining the success and challenges in implementing a project of this size.

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).

Consortium

Summit County ESC (049965) - Summit County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Summit County ESC (049965) - Summit County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships							
First Name	**Last Name**	**Telephone Number**	**Email Address**	**Organization Name**	**IRN**	**Address**	**Delete Contact**
N'ecole	Ast	330-723-6393	nast@medina-esc.org	Medina County ESC	048454	124 W Washington St, Medina, OH, 44256-2244	
Lori	Josephson	3307302875	josephsonliteracytraining@gmail.com	Josephson Literacy Training		1988 Four Seasons Drive, , Akron, OH, 44333	

Implementation Team

Summit County ESC (049965) - Summit County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team						
First Name	**Last Name**	**Title**	**Responsibilities**	**Qualifications**	**Prior Relevant Experience**	**Delete Contact**
N'ecole	Ast	Associate Director of Student Services	Ast will have the responsibility of arranging training facilities and selection of staff in coordination with district administrators.	Ast has over 15 years in education, the past several as an administrator. Her current duties involve administration and oversight of special education programs and professional development.	Ast has successfully managed several grants through the CCIP as well as having been awarded several grants in the past 5 years. Her experience runs the gamut of preschool through young adults with special needs.	
Joseph	Petrarca	Director of Student Services	Petrarca will have the primary responsibility of overseeing the grant, monitoring budget allocations, and project evaluation.	Petrarca has over 30 years of experience in education, with 20 being in administration. He has successfully monitored the CCIP and IDEA, Title 1 and Title III grants. He is the administrator for special education preschool programs through young adults. Petrarca has a Masters Degree in Speech Language Pathology and Administrative licenses which will assist participants and member districts in the execution of this grant. He is also responsible for six additional districts in Medina County through a shared service delivery model with Medina County Educational Service Center.	Petrarca was instrumental in providing and coordinating Wilson Reading Training (WRS) in a consortium of districts in Stark County for the past 4 years; in his previous district, he collected longitudinal data demonstrating the effectiveness of the WRS with students with disabilities grades 3-12.	
Lori	Josephson	Dyslexia Educational Consultant	Josephson will be directly responsible for training staff and the program implementation.	Josephson has over 30 years in special education K-12 with an emphasis and focus on the needs of the language-learning disabled student and has worked the past 15 years as an educational consultant specializing in reading and dyslexia.	Josephson has been a Wilson Accredited Partner Trainer since 1988 and has trained well over 400 teachers for Level 1 certification in the Wilson Reading System, with well over 1,000 individuals trained in the reading overview process.	
Sondra	Clevenger	Treasurer	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).	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.	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.	