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**Adjusted Allocation**: 0.00

**Remaining**: -524,930.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Third Grade Reading Guarantee: GUARANTEED

2. Executive summary: Please limit your responses to no more than three sentences.
   The Third Grade Reading Guarantee: GUARANTEED 10-week summer reading initiative will provide the extended programming needed to ensure that reading intervention and enrichment will occur during the summer months. Our priority is to eliminate the current 25% of students who are identified as "not on track" to meet the requirements of the third grade reading guarantee. Our project includes three partner agencies that will provide differentiated reading services to eliminate the 25% of students who are identified as "not on track" to meet the requirements of the third grade reading guarantee.

   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.

750. 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
   Dr. Michael Tefs

   Organizational name of lead applicant
   Wooster City Schools, Superintendent/CEO

   Address of lead applicant
   144 N. Market Street, Wooster, Ohio 44691

   Phone Number of lead applicant
   330-988-1111

   Email Address of lead applicant
   wstr_mtefs@woostercityschools.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
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

During the Fall of 2013, the Wooster City School District identified 226 (25%) students in kindergarten through grade 3 as "not on track" in reading as determined by the requirements of the Third Grade Reading Guarantee. The Third Grade Reading Guarantee: GUARANTEED project provides a "year round" opportunity for our at-risk student population. There is nearly a 1:1 correlation between our low socio-economic (50%) students and their reading achievement. This correlation directly impacts the district's ability to meet the requirements of the Third Grade Reading Guarantee. Our project includes the implementation of a focused summer school program that will reduce the number of students (25% of the K-3 population) on Reading Improvement Monitoring Plans (RIMPs). The partnership of three agencies: the YMCA, Boys and Girls Club, and the Wayne County Public Library, with the Wooster City School District (WCSD) will provide students with a full day of summer activities, including intensive reading and writing intervention. Intensive intervention will include small group instruction, in-home instruction, as well as the scheduling of transportation services between partner locations. Teachers will participate in professional development (Orton Gillingham) focused on research based, multi-sensory reading strategies.

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

Our proposed strategic innovation is to provide a robust 10-week summer educational experience. This program will reduce the 25% of students who will not meet the requirements of the Third Grade Guarantee by collaborating with several key community partners. During the summer months, many of our students are involved with summer day camps with the YMCA, Boys and Girls Club as well as at home with care providers. We will provide partial day/full day options, as well as transportation services for students to and from these partner locations. This will enable the school district to eliminate the 25% of students who, currently, will not meet the requirements of the Third Grade Guarantee. This initiative will, minimally, improve the value added scores for our top two quintile of learners as well. First Quintile (lowest 20%) - Wooster City School District Reading endorsed teachers trained in Orton Gillingham will provide small group / multi-sensory reading and writing instruction. Reading instruction will take place in the home as needed. Books and reading/writing materials will be sent home with students (Wayne County Public Library) Second Quintile - Wooster City School District, with volunteer support from Kiwanis and Rotary Clubs of Wooster. Reading endorsed teachers will provide small group reading and writing instruction and community volunteers will read with students to maximize time and engagement. Reading instruction will take place in the home as needed. Books and reading/writing materials will be sent home with students (Wayne County Public Library) Third Quintile - (middle 20%) - Wooster City School District, Wayne County Public Library, Boys and Girls Club, YMCA Licensed teachers will provide small group reading and writing instruction and community volunteers will read with students Books and reading/writing materials will be sent home with students (Wayne County Public Library) Fourth Quintile - Wayne County Public Library, with support from the Wooster City School District Licensed gifted intervention teachers and/or highly qualified general education teachers and library personnel will facilitate book clubs, reading activities, library programs and online discussions, as well as the Summer Reading Club Fifth Quintile- (top 20%) - Wayne County Public Library, with support from the Wooster City School District Licensed gifted intervention teachers and/or highly qualified general education teachers and library personnel will facilitate book clubs, reading activities, library programs and online discussions, as well as the Summer Reading Club.

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.)

Our Third Grade Reading Guarantee: GUARANTEED proposal is aimed to decrease the 25% of at-risk readers who currently do not meet the requirements of the third grade reading guarantee. We expect this 10-week summer initiative to provide a robust ongoing educational experience and ultimately students will demonstrate an increase of reading skills as demonstrated by growth on diagnostic assessments. While students are participating in traditional summer day camp/child care activities, the Wooster City School District will coordinate scheduling and staffing to provide reading intervention (as well as enrichment experiences) by reading endorsed licensed teachers.

- 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.)

By implementing the 10-week summer school program using Straight A funds, the district anticipates increased academic achievement that will prevent retention of third grade students (currently 25%) due to the requirements of the Third Grade Guarantee. The district will experience a savings in the current five year forecast by eliminating two paraprofessionals who currently provide intervention during the normal school year at an annual cost of $34,159 (salaries of $29,200 + benefits $4,959). By eliminating the retention of 75 third grade students, the district will experience (FY16-FY20) annual cost avoidance in the amount of $337,208 (instructional salaries of $205,447 + related benefits of $33,7208).
C) SUSTAINABILITY

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

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

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

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

The sustainability of this program anticipates that annually 25% of the district's kindergarten students are at risk of not meeting the requirements of the Third Grade Guarantee. The Third Grade Guarantee: GUARANTEED program goal is to eliminate this risk by the time the students reach third grade. The district anticipates continuing rigorous 10-week summer intervention at an approximate cost of $310,025. The sustained costs to the district will be an annual summer school program very similar to what is outlined in the Straight A budget grid. There would be a reduction of staff from the original 38 to 28 (salaries $124,720 + benefits $25,800). The partnership for services would be maintained with those noted in this application ($30,000). The cost for materials, books, and assessments would continue to be included ($45,000). The administrative assistant would be employed for only four weeks at twenty hours per week (salaries $1,382 and benefits $250). Transportation would be offered to students to ensure their continued participation ($82,873). The continuation of the extended programming is needed to eliminate the possibility of student retention at grade three. Without this intervention and enrichment opportunity, the district would face the addition of estimated costs of needing to hire five additional certified instructors for those retained at third grade at an annual savings of $337,208 for salaries and benefits. The summer program would also allow the district to eliminate two instructional paraprofessionals during the school year who currently provide intervention to students on a daily basis; total savings of $34,159. The net reduction to the five year forecast, to include both potential sustaining costs and sustaining cost reductions, is an annual amount of $61,342.

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

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

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.

* Yes

61,342.00 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 Wooster City School District has 226/902 (25%) students on a RIMP as demonstrated by: Grade K - 67 students on a RIMP Grade 1 - 59 students on a RIMP Grade 2 - 60 students on a RIMP Grade 3 - 40 students on a RIMP TOTAL: 226 students on a RIMP in grades K-3 The school district has budgeted two (2) FTE's of reading endorsed teachers and two (3) reading endorsed intervention specialist to accommodate the extra students in grade 3 if all of the RIMP students were to be retained. We feel as if our Third Grade Guarantee: GUARANTEED program will completely eliminate this need. The anticipated savings to the district is $337,208 (salaries $205,447 + benefits $131,761). The school district also believes that it can reduce two (2) FTE's of paraprofessionals that are currently employed to assist with the high numbers of students who are on RIMPs. The anticipated savings to the district is $34,159 (salaries $29,200 + benefits $4,959). There is a cost to offset these savings. The district anticipates continuing the Third Grade Guarantee: GUARANTEED 10-week summer school program to a slightly lesser degree, utilizing the same partners (YMCA, Boys and Girls Club and the Wayne County Public Library) listed within this application, to continue the intervention and enrichment programs over the summer months. Annually, 25% of each incoming kindergarten class is at-risk and requiring intensive intervention. The goal is to reduce the number of students on a RIMP to ensure the Third
Grade Guarantee is Guaranteed for all students. The cost of the summer program is $310,025. We anticipate a reduction of staff from the original 38 to 28 (salaries $124,720 + benefits $25,800). The partnership for services would be maintained with those noted in this application ($30,000). The cost for materials, books, and assessments will continue to be included ($45,000). The administrative assistant would be employed for four weeks, twenty hours per week (salaries $1,382 and benefits $250). Transportation would be offered to students to ensure their continued participation ($82,873). Overall net financial impact of this initiative in FY16 - FY20 is estimated at a savings of $61,342 annually.

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 Wooster City School District feels that the Third Grade Reading Guarantee: GUARANTEED project will be self-sustaining by implementing a 10-week summer program that will offer intervention and enrichment opportunities to students in grades KG through third grade every year to reduce/eliminate the 25% of students on Reading Improvement and Monitoring Plans (RIMPs). This additional cost of $310,025 to the district is actually offset by the savings the district will experience by not having students retained in third grade due to the requirements of the Third Grade Guarantee. The savings comes in the form of not having to add two (2) FTE's of reading endorsed teachers and three (3) reading endorsed intervention specialists to accommodate the extra students in grade 3 if all of the RIMP students were to be retained at a cost of $337,208. Additional savings is realized by eliminating two (2) FTE's of paraprofessionals that are currently employed to assist with the high number of students who are on RIMPS during the normal school year. The value of the two paraprofessionals is $34,159. The net savings to the district is $61,342 while the students experience higher achievement in their education.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

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

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

Enter Implementation Team information by clicking the link below:

Add Implementation Team

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

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

17. Planning - Activities prior to the grant implementation

* Date Range August 2014- May 2015

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

- Create Gantt chart for project coordination and implementation - Communication regarding grant receipt - Meet with partners (YMCA, Boys and Girls Club, Wayne County Public Library) consistently for the purpose of planning (every 3-6 weeks) - Provide professional development for teachers (Multi-sensory / Orton-Gillingham) - Draft job descriptions - Draft communications for students/families - Establish dates/schedules/transportation - Interview/hire personnel - Order supplies - Identify and invite students - Staff planning and preparation - Ongoing assessment administration - Project evaluation/ongoing discussions

* Anticipated barriers to successful completion of the planning phase

Barriers for this project should be minimal. We will need to focus on securing the appropriate number of qualified staff members and clear, timely communication to families so that we can ensure student participation. It will be necessary to keep all partners engaged in the planning phase.

18. Implementation - Process to achieve project goals

* Date Range June 2015- August 2015
The study examined whether providing summer reading books to all third grade students for three consecutive summers improved reading achievement. We expect to see a reduced number of the 25% of students who qualify as "not on track" as well as an increase in scores for all students. We will work with our staff and partners to analyze the results of the project to determine what was successful. It is our belief that, while striving to increase student achievement, there will be many other stories of success and non-tangible effects such as increased family involvement and positive relationships. An external evaluator (College of Wooster) will evaluate the overall impact of the grant. Quantitative data - growth metric based on pre/post data Qualitative data - survey data from parents as an exit ticket.

Possible barriers to the summative evaluation phase.

No expected barriers to 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:

Expected Changes: Increased partnerships between school, family and community by coordination of services Increased skills of teachers through professional development and collaboration Increased student achievement through intensive intervention and enrichment during the summer months This project opens the door to expansion, review and considerations of year round schooling, flexible grouping, and differentiation for all students, as well as the implementation of Orton Gillingham/multi-sensory teaching methods in our classrooms. The Wooster City School District utilizes the five steps of improvement (Ohio Improvement Process) for continuous improvement. The implementation team will use the Ohio Improvement Process to analyze data and create organizational change with a focus on student growth and remediating the summer slide.

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.

We typically achieve a 20% participation rate during our summer intervention programs. The "summer slide" (when students are not engaged academically between June and August) has been well documented nationally and is quite significant for our Wooster students, especially our at-risk and lower socioeconomic families. Two recent studies, noted below, support the positive effects of summer reading programs, for at risk and/or economically disadvantaged elementary students. "Addressing Summer Reading Setback Among Economically Disadvantaged Elementary Students" What is the study about? The study examined whether providing summer reading books to economically disadvantaged first- and second-grade students for three consecutive summers improved reading achievement. What did the study find? The study found that students who received three consecutive years of free, self-selected summer reading books had statistically significantly higher reading test scores than students who did not receive summer reading books. The reported effect size of 0.14 is interpreted by the WWC as roughly equivalent to moving a student from the 50th percentile to the 56th percentile of reading achievement. Citation Allington, R. L., McGill-Franzen, A., Camilli, G., Williams, L., Graff, J., Zeig, J., et al. (2010). Addressing summer reading setback among economically disadvantaged elementary students. Washington, DC: Office of Educational Research and Improvement, U.S.
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 district will complete an external evaluation: Dr. Matthew Broda College of Wooster 226 MorganWooster, Ohio 44691 330-263-2424

Methods: Qualitative-analysis of beginning of year diagnostic data (required during the first 30 days of school) Qualitative-analysis of results of parent survey Process: The district will administer the winter/spring assessments which will provide baseline data. End of program assessments will be administered in August. Formative assessments such as retelling, running records and checklists will take place during the program. The partners will also monitor participation and communicate attendance concerns to the district. 25% of our students are not "on track" to meet the requirements of the third grade guarantee. We want to see this number reduced over time so that within 5 years, this number is significantly reduced or eliminated.

* 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).

Approximately 25% of students in grades K-3 are at risk of not meeting the requirements of the Third Grade Guarantee. Methods: Quantitative-analysis of beginning of year diagnostic data (required during the first 30 days of school). Qualitative-analysis of results of parent survey. Process: The district will administer the winter/spring assessments which will provide baseline data. End of program assessments will be administered in August. Formative assessments such as retelling, running records and checklists will take place during the program. The partners will also monitor participation and communicate attendance concerns to the district. Formative data to be collected include: examples such as fiction/non-fiction retelling, running records, checklists (letter recognition, sounds, word lists). Summative: Full version of Ohio Achievement Assessment (OAA) and/or NWEA MAP data (grade K-1-2), Comparison of Fall 2015, Spring 2016 and Summer 2016 OAA data (for grade 3 only).

* 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 district will modify or change the plan of the project in specific response to attendance and participation rates, if this become insufficient. Our method will be to engage in communication with families of children who are not participating and provide home based intervention as applicable. Our supports will intensify on "as needed" basis.

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 Third Grade Reading Guarantee: GUARANTEED 10-week summer program will create systems and partnerships to successfully meet the requirements of the third grade guarantee legislation. Participation of students in this program will show a reduction of the percentage of students within the 25% who do not meet the requirements of the third grade guarantee. Our target is a reduction of 10% of the number of students in our K-3 population identified as "not on track". This project will reduce costs for later intervention. The success of the Third Grade Guarantee: GUARANTEED will result in the reduction of two paraprofessional positions currently needed for reading intervention. As the program is replicated in future years, the district will experience continued cost avoidance as additional staff are not needed to serve students who, absent this initiative, are at risk to be retained in third grade.

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 number of students (25%) identified as "not on track" in reading in grades K-3 will be reduced through intensive summer intervention with our newly developed Third Grade Guarantee: GUARANTEED initiative. Teachers will monitor progress through the use of formative instructional practices and data collection. Formal diagnostic assessments will occur during the first 30 days of the school year. Teachers will have the opportunity to participate in Orton Gillingham training. This multi-sensory professional development will support individualized instruction during the summer months, as well as throughout the following school year.
* Spending Reduction in the five-year fiscal forecast

The success of the Third Grade Guarantee: GUARANTEED will result in the reduction of two paraprofessional positions currently needed for reading intervention. As the program is replicated in future years, the district will experience continued cost avoidance as additional staff are not needed to serve students who, absent this initiative, are at risk to be retained in third grade.

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

Many of district's students attend summer day camps with the YMCA and the Wooster Boys & Girls Club. In order to provide reading intervention services of our Third Grade Guarantee: GUARANTEED program, the WCSD will partner with these two agencies by hiring, training, and providing licensed (Reading endorsed) teachers who will provide targeted reading-writing instruction during the day. The district will provide transportation and scheduling support to make this program a reality. In the past, low participation rates during summer school were due to the school districts half-day summer programming. Parents typically opt for a full-day program at the YMCA or Boys & Girls Program because it serves as needed child care. In partnering with local agencies, parents will know that their children are taken care of, supervised, provided meals, and receiving reading instruction/activities provided by the Wooster City School District and licensed personnel. We will increase efficiency by providing transportation so that services can be coordinated rather than isolated. The Wayne County Public Library will provide reading activities, special programs and group events, as well as the Summer Reading Club. The long term expectation is that these partnerships will increase effectiveness, efficiency, fiscal stability, improved student achievement, and significantly improved participation.

* 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

If funded, we would be honored to share this research-based extended school year intervention model with other schools and communities. We believe that the partnerships created between home, school and community entities will provide just what is needed during the summer months including a safe active childcare program and reading intervention and enrichment.

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).

Dr. Michael Tefs, Superintendent
Wooster City School District
## Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barb</td>
<td>Landers</td>
<td>330-262-0916</td>
<td><a href="mailto:blanders@wcpl.info">blanders@wcpl.info</a></td>
<td>Wayne County Public Library</td>
<td></td>
<td>220 West Liberty Street, Wooster, Ohio, 44691</td>
<td></td>
</tr>
<tr>
<td>Gwen</td>
<td>Sommer</td>
<td>330-264-3131</td>
<td><a href="mailto:gsommer@woosterymca.org">gsommer@woosterymca.org</a></td>
<td>YMCA of Wooster</td>
<td></td>
<td>680 Woodland Ave, Wooster, Ohio, 44691</td>
<td></td>
</tr>
<tr>
<td>Thomas</td>
<td>Maurer</td>
<td>330-263-5050</td>
<td><a href="mailto:thomasmaurer@gmail.com">thomasmaurer@gmail.com</a></td>
<td>Boys and Girls Club</td>
<td></td>
<td>331 Elm Drive, Wooster, Ohio, 44691</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
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<tr>
<td>Karen</td>
<td>Arbogast</td>
<td>Director of Elementary Education</td>
<td>The director of elementary education will be the Implementation Team lead member and will facilitate all components of the grant. Responsibilities include: Create timeline for the duration of the grant Hire coordinators and facilitate partnerships Ensure compliance and implementation to highest degree of quality Troubleshoot obstacles, should they occur Secure external evaluator</td>
<td>The director of elementary currently oversees the all aspects of prek-grade 4 in the Wooster City School district, which includes four elementary schools. The director has access to data and relationships with staff members/teachers who will be implementing the grant. Strong communication skills Organization and management Elementary education background</td>
<td>The director of elementary education oversees district grants and federal programs, including Title IIA, Title I and public preschool, as well as competitive grants. The director is responsible for the academic environment of approximately 1,600 students in grades prek-4.</td>
<td></td>
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<tr>
<td>Tom</td>
<td>Maurer</td>
<td>Executive Director, Boys and Girls Club</td>
<td>As chief executive officer of the Boys and Girls Club, Mr. Maurer will participate in the coordination of the services embedded in the Third Grade Reading Guarantee: GUARANTEED grant.</td>
<td>16 years of experience as a county sheriffCommunity wide youth involvement</td>
<td>Thomas Maurer was the Wayne County Sheriff for 16 years and has experience working with county executives, local schools and municipalities. As a member of Fight Crime: Invest in Kids Ohio, an executive law enforcement organization focused on supporting at-risk youth, Maurer has given much of his time to ensure dollars are available for programs such as bullying prevention, pre-school and afterschool programs. He is also actively involved as a volunteer rapid deployment coordinator with the Center for Missing and Exploited Children.</td>
<td></td>
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</tr>
<tr>
<td>Gwen</td>
<td>Sommer</td>
<td>Executive Director, YMCA of Wooster</td>
<td>As chief executive officer of the YMCA of Wooster, Mrs. Sommer will participate in the coordination of the services embedded in the Third Grade Reading Guarantee: GUARANTEED grant.</td>
<td>Gwen Sommer graduated from the University of Florida with a bachelor's in English and a minor in business. Supervisory experience in a YMCA setting Strong communication</td>
<td>Gwen is the executive director of the Wooster YMCA, where she has now been for two years. Former YMCA branch director (Florida) Vice president of operations of YMCA (Nevada) Former aquatics director, where she supervised all aspects of the pool, such as scheduling for the swim team, lifeguards and pool programs.</td>
<td></td>
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<tr>
<td>Barb</td>
<td>Landers</td>
<td>Wayne County Public Library, Children's Department Manager</td>
<td>As children's department manager of the Wayne County Public Library in Wooster, Mrs. Landers will participate in the coordination of the services embedded in the Third Grade Reading Guarantee: GUARANTEED grant.</td>
<td>Barb Landers graduated from The College of Wooster with a major in religion and a minor in psychology and sociology and has a master's degree in library and information science from the University of Illinois.</td>
<td>Expert in early childhood literacyChildren's department manager of public library</td>
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