### Budget

#### Zane Trace Local (049544) - Ross County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (157)

U.S.A.S. Fund #: [Plus/Minus Sheet (opens new window)]

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**Adjusted Allocation**: 0.00

**Remaining**: -985,000.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Early Intervention

2. Executive summary: Please limit your responses to no more than three sentences.
   A demanding Common Core Curriculum has required the Zane Trace Local District to rethink how to assure that the Little Pioneers of the future become high achieving fluent readers. It is critical that our district bring in our young students and begin to serve them as preschoolers. An inviting preschool environment filled with engaging opportunities will allow our children to positively succeed with their reading to meet the Third Grade Guarantee requirements.

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

3. Total Students Impacted:
   500

   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
   Zane Trace Elementary
   Organizational name of lead applicant
   Susan Congrove
   Address of lead applicant
   946 State Route 180, Chillicothe, OH 45601
   Phone Number of lead applicant
   740-775-1304
   Email Address of lead applicant
   scongrove@ztlsd.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
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

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

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

The current state or problem to be solved; and

The current state of early education in our school district is that not all children receive an equal opportunity to attend preschool. Some of our students attend preschool at Pickaway-Ross Career and Technology Center in the Early Childhood department or Walnut Street Methodist Church preschool. Others attend one of three special needs preschools that are housed in our school building run by the Ross County Educational Service District. These three preschools provide an eight and eight model (Eight special needs students and eight typical students). Some of the enrolled preschoolers in these units will be our future students and some of the students will not be. There are some preschoolers in our district who never attend preschool. Transportation and a culture where school may not be that important gives some of our students a distinct disadvantage when they begin kindergarten. Zane Trace wishes to close that gap and give the Little Pioneers a better start with such a rigorous curriculum. The Jumpstart Kindergarten Program, a summer program, would track literacy skills of those entering kindergarten from early childhood centers, exposing them to LEXIA reading, a research based literacy program used at our elementary to gather reading data. Bus service would be provided at certain community stops with gas cards given to those who do not live near a stop in order to increase attendance. Workshops for parents to work with their children under the facilitation of the preschool staff would happen quarterly. Parents would acquire knowledge and confidence in helping their child to develop a love of learning. Grandparents/Relatives Raising Grandchildren Support Group would also be an important community piece that would aid grandparents raising grandchildren along with coping with the social dysfunction in their lives. Speakers and county agencies would be asked to present to the group for free or for a nominal charge.

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

Two preschool units would serve 36 of our upcoming kindergartners. This will provide a brighter start for as these preschoolers progress to kindergarten and beyond. It is a win-win situation for our district which was recently named a School of Promise. Students would be selected on a first come, first serve basis. Our staff would know the children and their needs because of data collections on student work. Attending other preschools in the area is fine, but we can guide these students in the direction we need them to go with the new curriculum by having our own preschool units and help their parents as well. With this project, our district will be able to serve more of the students that will feed into our kindergarten population. Our district has the highest amount of poverty (45%) in our school's history. This is due to the local economy. We also find that our children are not receiving as much guidance at home in being “kindergarten ready” as in the past. Setting up two traditional preschools will allow more of our children to be ready for the demands of the curriculum. In addition, support needs to be given to parents through support groups as to how to help their children. We have seen a decline in parenting skills due to working parents, substance abuse, and general lack of parenting skills. Support is also needed for grandparents who are raising their grandchildren due to family situations. Our district has an ever increasing amount of grandparents doing this. Educating the students’ caregivers will give them an awareness of how critical it is for the children to have a great start with their education will only increase our success. Support group meetings will be held monthly in order to help parents and grandparents with what they need to know to help the children. Support services in the community would also be called upon to come to the meetings and share what services are available to help with issues at home as well. Summer intervention would be given through Jumpstart Kindergarten, a three week summer intervention, to help those students who still are struggling according to collected data. Students would be bussed to the school four days a week by a bus provided by our partner, Ross County Head Start, for these three weeks for the morning session taught by a certified teacher and two summer interns from the local university, Ohio University-Chillicothe. Including the families as we help them to gain an insight on how to raise and help their children will help our students progress and become the students we want them to be in the future.

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.)

This project would increase student achievement by starting children learning at an earlier age. KRA scores will increase because students will have more kindergarten readiness than ever before. Students who have had absolutely no guidance nor help at home will no longer be thrown into a kindergarten room not knowing how to hold a book. Students who have difficulty can be targeted and progress monitored. The exposure to literature will help increase language skills among the students. This will also lead to better reading and writing skills. Eventually, we will see a trickle up effect with increased scores on the PARCC assessments. Students will successfully meet the Third Grade Reading Guarantee requirements with ease on achievement tests with this project in place.

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.)

Student interns from Ohio University Chillicothe will assist in Jumpstart Kindergarten Intervention and also throughout the year as needed to assist with struggling students in preschool and kindergarten. Student interns will receive hours from the university to fulfill class requirements at the university. Having student interns will help our littlest students and teachers and will also benefit the interns in kind with receiving hours. Ross County Community Action will provide a bus for the summer intervention.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

10. Which of the following best describes the proposed project? - (Select one)
- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

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

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

Enter Budget

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

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

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

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

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

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

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

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

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

985,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The overall budget would include a Jumpstart Kindergarten Intervention program, converting two already existing classrooms into preschool rooms with materials and furniture, and installation of small preschooler bathrooms within the existing classrooms, two preschool teachers and two aides' salaries and benefits, and summer intervention teacher salary and benefits. In the summer during the three weeks following the fourth of July week, Jumpstart Kindergarten would take place for the children that screened the lowest. Thirty children would be invited to come. One teacher and two student interns would make up the staff for this intervention session. Students would go from Monday to Thursday every morning from 9-11:30 AM. The Head Start bus will pick up the students at certain stops in our community which would include Kingston,
Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

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

The costs of the grant project will be sustained by charging parents for their children to attend. Our district also has a wonderful Parent Volunteer Group that is always willing to help with the cost of software, professional development, materials, or field trips. It does not matter what is needed. They always step up to the plate with fundraising and do a phenomenal job. Another way that we will be able to sustain the preschools is to recruit funding from our community sources. The Kingston National Bank, Riffle Machine, and Kenworth Trucking have helped our school in the past. They always rise to the occasion whenever funding is needed for our kids. Except for salaries/benefits, most of what is included in the grant is a one time purchase.

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

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

**Yes**

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.

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

Transportation fees for the preschoolers built into their tuition cost may help to offset some wear and tear and fuel costs for the buses. Otherwise, the project should support itself after the initial set up.

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.

Our district is currently putting an income tax on the ballot. If this passes, sustaining the salaries will not be as much of an issue. The salaries/benefits are the biggest expenditures. Without the levy passing, sustaining salaries will be more of a challenge. The costs of the grant project will be sustained by charging parents for their children to attend. Our district also has a wonderful Parent Volunteer Group that is always willing to help with the cost of software, professional development, materials, or field trips. It does not matter what is needed. They always step up to the plate with fundraising and do a phenomenal job. Another way that we will be able to sustain the preschools is to recruit funding from our community sources. The Kingston National Bank, Riffle Machine, and Kenworth Trucking have helped our school in the past. They always rise to the occasion whenever funding is needed for our kids. Except for salaries/benefits, most of what is included in the grant is...
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.

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

The Jumpstart Kindergarten program will be implemented in July. One teacher would need to be hired and Ohio University would be contacted to provide two student interns to help. Since this is a project that has been implemented before, plans are already in place for bus routes and pick up locations. A brief review with Kathy Hughes would be all that would be necessary. Letters would be sent to the parents with hopes of all checking that they will attend. The bus driver will be given a student roster and the classrooms will be prepared. Preschools: furniture and materials would be ordered/rooms readied with installation of small bathrooms/ and teachers/aides would be interviewed and hired. Students would be brought in for screening and to meet the teacher the week before preschool would start, the week after Labor Day.

* Anticipated barriers to successful completion of the planning phase

No barriers other than enough time are anticipated during the planning phase.

18. Implementation - Process to achieve project goals

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

Preschool will start the week after Labor Day. Students will attend Monday-Thursday, from 8:40-3:15 PM. Students will come for a prescreening with their parents the week before school begins. Students will progress through the curriculum using progress monitoring using Lexia Reading. Newsletters will be sent home on a weekly basis as a help to parents. Students will have journals that go home with them daily for parent/teacher communication. Students will be pre-assessed in September followed by a mid year assessment in January. A final assessment will be done in the spring. Quarterly reports and parent teacher conferences will be planned. Teacher workshops to help parents will be scheduled in the evening to better accommodate parent work schedules. The Grandparents Raising Grandchildren Support Group would meet in the evening as well. Meetings will be monthly.

* Anticipated barriers to successful completion of the implementation phase.

The only barrier to successful completion of the implementation phase is time.

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

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

A preschool graduation will take place in May. Students will be given the kindergarten prescreener (colors/shapes/positional words/numbers/counting/sight words/small motor skills/large motor skills/social skills) in May to measure readiness. Recommendations will be made at that time as to whether to remain in preschool or proceed to kindergarten. Progress in all areas will be analyzed to determine readiness. The teacher will make a recommendation, but the parents will have the final say on the matter.

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

Eighty percent of our preschoolers will successfully complete the preschool program and move on to kindergarten at the age of 5. A barrier may be excessive absences of students or no support at home with extra practice of skills.

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
This grant would allow our district to move forward by offering preschool to the children in our large 102 square mile district to be exposed to the curriculum that will help them get a better start with their academic career. Currently, the social issues of the children's parents are hindering the development of thriving preschoolers. In most cases, the children are better off being in preschool than being at home. Bringing these preschoolers in will help even the playing field for when they come to kindergarten. Hopefully, there will be less intervention needed and the students' behaviors will be better because they will not feel so overwhelmed or frustrated. A trickle up effect will be made possible through this early intervention to increase our test scores and to see that every student meets the Third Grade Guarantee and passes on to fourth grade. The addition of technology for preschoolers will also make it easier for them to be able to do the PARCC assessments when they reach those grade levels. It will be natural for them and not as foreign to them as it is to our students right now. More sharing of information about students between our own preschool and kindergartens will allow us to progress monitor students better from an early age.

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.

Is there anything more lasting than making sure our children are on track from the very beginning of their academic careers? Research has shown that public preschool can have a huge impact on children's early learning. According to Investing in Our Futures: The Evidence Base on Preschool Education (Yoshikawa, H. 10/2013), students gain about a third of a year of additional learning in language, reading, and math by attending preschool. Socio-emotional development and health are also areas that have shown growth. Quality preschools are a big bang for the buck. Savings in the future range from three to seven dollars saved for every dollar spent. Numbers in the preschool do have an impact on how well students perform, however, having low numbers of students in the classroom does not guarantee success.

Implementing content-rich curriculum in a literacy rich environment is conducive to helping the students show achievement gains. Preschool can benefit middle class students as well as those who are disadvantaged. The district began Jumpstart Kindergarten through the Early Literacy and Reading Readiness grant last summer. The goal is to build upon what has been implemented for our youngest learners. Twenty one of twenty three students who participated in Jumpstart Kindergarten scored above 13 on the KRA-L after attending Jumpstart Kindergarten Intervention. These children came to us with minimal skills, but with exposure to the readiness skills, they picked up quickly and became enthusiastic learners. The preschools will allow us to increase the KRA scores which research by our SST person, Mike Kinnamon, has shown is an indicator of success on standardized testing. He found that students scoring at least a 20 have a greater chance of passing the Ohio Achievement Assessment in grade 3. The impact of being able to have a consistent stream of conversation and data within the building about each student and their strengths and weaknesses will allow the educators to not waste time trying to figure out what interventions need to be done.

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.

Susan Congrove
Elementary Principal
Zane Trace Local Schools
scongrove@atlts.org
740-775-1304

Susan Congrove will be evaluating the impact of this project. The data on students will be kept by the yet to be hired prospective preschool teachers. Data will be compiled on Lexia Reading and formative assessments. Prescreening scores (September) will be kept and compared to the final assessment in May. Anecdotal notes will also be kept in AEPS by the teacher as the year progresses. Payment/communication/transportation will also be analyzed in June 2015. In the fall of 2015, KRA scores will be examined to see if scores are higher than the previous year's kindergartners. Notes for Language Arts and Math will also be kept throughout the year and assessment will be made on quarterly report cards to the parents given at conference time.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the project's progress)

The data that will be collected will be:
- Ages and Stages Questionnaire
- ECOSF Assessment, Evaluation, and Programming System for progress notes
- School pre assessment
- School post assessment
- Mid Year school assessment
- Quarterly report cards
- Interims Behavior Charts
- Lexia Reading progress monitoring
- Readiness skills for kindergarten will be assessed in May of the year preceding entrance to kindergarten in the fall.
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 literacy gap between PK and grade 3 will decrease by increasing KRA scores as kindergartners enter school after having a structured preschool environment. Progress monitoring our students from day 1 of preschool will allow for better communication and collaboration among staff. Targeting student needs will be much more effective with less wasted time because of the streamlined communication between preschool and kindergarten. Collaboration among staff needs to be effective and data driven. Staff should grow as they help student interns who also may be able to give fresh ideas to current educators. The district would like to increase parent involvement with workshops with parents modeling better parenting skills and assistance with their child at home and school.

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 district is confident that at least 70% of our targeted students will achieve significant gains in reading by implementing this grant. Providing preschool will hopefully allow the district to increase test scores within the next five years. With that being said, the achievement gap will close. The economically disadvantaged students will greatly benefit by having preschool and Jumpstart Kindergarten. Student progress will be monitored with Lexia Reading throughout the course of the year. Benchmark assessments will be given on Measures of Academic Progress to assure growth and on target performance.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

Resources shared in the classroom with Ohio University (teacher interns) will allow the preschool and Jumpstart kindergarten to operate effectively with more hands to help students one on one or in smaller groups. Transportation costs will be less by using the Ross County Community Action small school bus to transport students from their communities to the school in the summer. Attendance will exceed 80% and at least 80% of the students will be kindergarten ready.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

[ ] Yes
[ ] No

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

* Explain your response

Depending on funding, this project could be implemented in any school district in Ohio. This could be implemented in three or four months. Early childhood education is the root of student success. Preschool and Jumpstart Kindergarten should be part of the normal public education ladder without the worries of funding. It is vital to the success of all students. Targeted students get an extra boost with Jumpstart Kindergarten. The program is essential to those “iffy” students that may come through in the prescreening in the spring. Whole group and small group instruction with readiness skills increase student skills as well as the software they are exposed to during that time. Jumpstart Kindergarten allows for observation as to whether a child may need to repeat another year of preschool. The preschool project will allow us to serve those students who may or may not be in an economically disadvantaged home. Allowing these students to be engaged literacy filled environment will increase the chances that they will perform to the best of their abilities in the future.

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).

Susan Congrove
Elementary Principal
Zane Trace Elementary
946 State Route 180
Chillicothe, OH 45601
scongrove@ztlsd.org
Phone: 740-775-1304
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>Cathy</td>
<td>Hughes</td>
<td>7407027222</td>
<td><a href="mailto:chughes@rossccac.com">chughes@rossccac.com</a></td>
<td>Ross County Community Action Council</td>
<td>075622</td>
<td>603 Central Ctr, Chillicothe, OH, 45601-2249</td>
<td></td>
</tr>
<tr>
<td>Barbara</td>
<td>Trube</td>
<td>740-774-7200</td>
<td><a href="mailto:trube@ohio.edu">trube@ohio.edu</a></td>
<td>Ohio University Chillicothe Campus</td>
<td>063057</td>
<td>571 W 5th St, Chillicothe, OH, 45601-2209</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>Tambrea</td>
<td>Irwin</td>
<td>Zane Trace Local Schools Treasurer</td>
<td>Tammy will take care of the budget and uploading funds. Her responsibility is anything that has to do with payment of grant items.</td>
<td>Licensed treasurer of Zane Trace Local Schools for over 30 years.</td>
<td>Tammy has been treasurer for over thirty years and has written and dispersed many grants throughout her career.</td>
<td></td>
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</tr>
<tr>
<td>Jerry</td>
<td>Mowery</td>
<td>Superintendent</td>
<td>Jerry will assist Susan with decisions as needed about the grant.</td>
<td>Jerry is Superintendent of Zane Trace Local Schools with 28 years experience.</td>
<td>Jerry has implemented and assisted with many grants throughout his career.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan</td>
<td>Congrove</td>
<td>Elementary Principal</td>
<td>Susan will be responsible for carrying out the grant in the elementary.</td>
<td>Susan has helped write the Early Literacy and Reading Readiness grant and has implemented it this school year. She has served as curriculum director and was a third grade teacher for 17 years. This is her first year as elementary principal. Susan has an a master of science in educational administration from the University of Scranton, a master's in the art of teaching from Marygrove College, and a bachelor of science in elementary education from Ohio University.</td>
<td>Susan has been carrying out the Early Literacy and Reading Readiness Grant this past school year. Jumpstart Kindergarten, Literacy Night, Author's Day, nonfiction libraries, embedded professional development in writing across the curriculum and guided reading have been planned by Susan. Software purchases have been made as well.</td>
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