Budget

Piqua City (044644) - Miami County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (88)

U.S.A.S. Fund #: 466

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	49,137.00	7,863.00	215,000.00	28,000.00	504,700.00	0.00	804,700.00
Support Services	0.00	0.00	75,790.00	0.00	0.00	0.00	75,790.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	16,034.00	2,566.00	0.00	0.00	0.00	0.00	18,600.00
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
Indirect Cost						0.00	0.00
Total	65,171.00	10,429.00	290,790.00	28,000.00	504,700.00	0.00	899,090.00
						Adjusted Allocation	0.00
						Remaining	-899,090.00

Application

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
REACH with STEM: Reading Expands All Children's Horizons (REACH) with Science Technology Engineering and Math (STEM)

2. Project Summary: Please limit your responses to no more than three sentences.
A 1:1 STEM-focused literacy initiative for grades 2-3 to bolster reading/writing achievement by increasing parental engagement.

This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year				
Pre-K Special Education	K	1	480 2	480 3
4	5	6	7	8
9	10	11	12	

Year 1				
Pre-K Special Education	K	1	480 2	480 3
4	5	6	7	8
9	10	11	12	

Year 2				
Pre-K Special Education	K	1	480 2	480 3
4	5	6	7	8
9	10	11	12	

Year 3				
Pre-K Special Education	K	1	480 2	480 3
4	5	6	7	8
9	10	11	12	

Year 4				
Pre-K Special Education	K	1	480 2	480 3
4	5	6	7	8
9	10	11	12	

Year 5				
Pre-K Special Education	K	1	480 2	480 3
4	5	6	7	8

9	10	11	12

4. Explanation of any additional students to be impacted throughout the life of the project.
This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

REACH with STEM is shareable, replicable and scalable beyond the life of the grant because it is accessible on PBS LearningMedia. While we can easily measure our local impact, the number of additional students impacted beyond our consortium districts in Ohio and nationally is potentially much larger. Every STEMbyte (learning module) is sharable on social media and in teacher tools on PBS. As one example, in the first two weeks of our K-1 REACH grant "The Alphabet!" reading module had 1,462 views beyond our consortium student count. PBS is a free national digital content service designed for classroom educators. Its over 100,000 educational media resources are free and accessible to any student, teacher and parent in the U.S. with Internet access. PBS has over 1.5 million subscribers, which is an estimated one-third of all classroom teachers in the U.S. - and growing. Therefore, the indirect impact of REACH with STEM is likely to exceed hundreds of thousands of students.

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

First and last name of contact for lead applicant
Richard (Rick) Hanes

Organizational name of lead applicant
Piqua City School District

Address of lead applicant
719 East Ash Street Piqua OH 45356

Phone Number of lead applicant
9377734321

Email Address of lead applicant
hanesr@piqua.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

6. Are you submitting your application as a consortium? - Select one checkbox below

☑ Yes

☐ No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

☑ Yes

☐ No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

The Third Grade Reading Guarantee identifies 3rd grade as pivotal for reading acquisition. Students are entering 2nd and 3rd grades with a wide range of reading skills. It is imperative that students at this developmental stage transition from learning to read to the next step - reading to learn. Consortium data reveals 40% of students are entering 2nd and 3rd grades performing below grade-level especially in informational text while 10% are demonstrating above grade-level. Teachers are unable to fully address these disparities within the constraints of the school day. This is compounded by the lack of informational text resources at these grade levels. Costly interventions are not achieving the desired results. Additional research shows that students who do not fully transition to reading to learn in early grades remain academically disadvantaged throughout their school years and beyond (New York: Scholastic, 2003). The National Governor's Association reports only 3 out of every 10 eighth graders are proficient readers, and struggling readers are more likely to drop out of high school and much less likely to take advanced math and science (Buckles, 2013). It is critical we support both literacy acquisition and STEM

content knowledge to create a 21st century workforce. Parental engagement is low. Parents of 2nd and 3rd graders perceive they lack the skills to help their child transition from basic reading skills to comprehensive reading skills. "Once children enter school and become readers themselves, the parental role changes significantly and parents become unsure of their new role in fostering their children's cognitive and academic growth." (McMakin, 1993). Parents need training and tools to maximize their child's reading skills.

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

REACH with STEM is a grade 2-3 STEM-literacy initiative to bolster reading achievement and help students become 21st century learners by engaging parents as their child's at home learning partner. REACH with STEM will extend learning beyond the school day into homes and communities for anytime/anywhere learning by using 1:1 devices and STEMbytes. STEMbytes are interactive, multimedia, learning modules developed by PBS, teacher-guided and standards aligned. REACH with STEM will: 1) focus on the comprehension of informational text, 2) infuse STEM concepts and 21st Century learning skills and 3) provide parents with training and tools necessary to help their child with read to learn skills critical to these grade levels. Here is what the REACH with STEM program looks like: 2nd and 3rd grade students will use multimedia, STEM-focused reading modules on laptops. REACH with STEM will be accessible anytime/anywhere, via a dedicated website and PBS LearningMedia. Teachers, students and parents will have ongoing training and support to use the laptops, in school and at home, to practice informational text reading skills based on individualized needs. Teachers will determine a reading level for each student based on benchmark tests. Modules, with differentiated reading selections, will be assigned to each student. Wright State University and Ohio Education Research Center assessment results will be analyzed quarterly and subsequent reading goals will be developed. In summary, REACH with STEM will improve 2nd and 3rd grade reading achievement by equipping students, parents and teachers with the best researched reading practices and tools for powerful 1:1 learning. Our focus on informational text addresses a documented reading gap, reading to learn, that is so critical for success at the 2nd and 3rd grade levels. "Informational text differs in structure and purpose from fiction and requires different sorts of knowledge about reading and comprehension skills that are unique to the genre. This is critical knowledge for all students as it is considered the key to success in later schooling where the focus shifts from learning to reading to reading to learn" (Duke and Bennett-Armistead; New York: Scholastic, 2003). The innovation of REACH with STEM is transferring 21st Century learning into previously inaccessible homes. This outreach provides the opportunity for students/parents to become learning partners with: -High quality resources: District reading specialists partnering with education producers from PBS/ThinkTV to custom design the much needed STEM focused informational text content which is academically aligned and targeted to the social emotional needs of 2nd and 3rd grade readers. -Engaging content: STEM-themed multimedia lessons, each emphasizing foundational reading concepts, such as understanding the form and function of informational text. STEMbytes will contain: 1) a parent step-in page and introductory video to link the concepts and hook the users (e.g. a clip from the PBS Nature series used to analyzing photographs versus diagrams); 2) digital interactive learning activities (e.g. Arrange It/Visualize It/Talk About It/Review It); 3) inquiry-based activities (e.g. examine an insect's behavior using laptop tools like video cameras, microphones, thermometers and magnifying tools.) -Self-directed learning: Extension opportunities such as eBooks with closed captioning, interactives, and hands-on activities will empower families with choices on how to extend learning. Superintendent Mark Edwards of Mooresville City Schools in Mooresville, NC says, "When students are engaged in their work and link a creative experience using audio, movies or research to the lesson, it literally builds a cognitive link, helping students understand what they are learning and why they are learning it" and with 1:1 learning "teachers are more effective, more successful, more excited about the kind of teaching they are doing."

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

☑ a. Student achievement

i. List the desired outcomes.
Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

The main goal of the REACH with STEM initiative is to increase student achievement by improving 2nd and 3rd grade student literacy skills. REACH with STEM's impact on student achievement will be realized through three critical components: 1) engaging multimedia STEMbytes, 2) 1:1 laptop devices, and 3) tools that will increase parent engagement. Primary Outcome: After year one, reduce the percent of 2nd and 3rd grade students performing below grade level in reading to less than 25% and increase the percent performing above grade level to at least 15%. With continued optimization of the REACH with STEM initiative by year five we will realize less than 15% of our 2nd and 3rd grade students performing below grade level in reading and at least 25% will perform above grade level. Secondary Outcomes: Based on a recent study, "Impact of Reading Ability on Academic Performance at the Primary Level", results indicated that a correlation did exist between reading and mathematics performance at the early elementary level when including grades 2-5. The correlation also appeared to grow in strength at higher grade levels (Cimmiyotti, 2013). After year three, reduce the percent of 5th grade students performing below grade level in math to less than 25% and increase the percent performing above grade level to at least 15%. With continued optimization of the REACH with STEM initiative by year five we will realize less than 15% of our 5th grade students performing below grade level in math and at least 25% will perform above grade level. After year three, reduce the percent of 5th grade students performing below grade level in science to less than 25% and increase the percent performing above grade level to at least 15%. With continued optimization of the REACH with STEM initiative by year five we will realize less than 15% of our 5th grade students performing below grade level in science and at least 25% will perform above grade level.

ii. What assumptions must be true for this outcome to be realized?
Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

REACH with STEM's three critical components will increase student reading achievement. 1) Students will engage with aligned, high quality, multimedia STEM-themed STEMbytes that include books, videos, interactives, and inquiry-based hands-on activities proven successful to engage multiple learning styles. 2) 1:1 classrooms will be student centered. Teachers will individualize learning plans for school and at home use. Students will choose to practice reading to learn with or without their teacher and/or parent. Laptop devices will provide anytime/anywhere educational access to learning which will bridge the socio-economic digital divide. 3) Students and parents will become more engaged learning partners. Students and parents will have guided training, support resources, and interactive assignments to extend learning in the classroom. Parents will collaborate with teachers in a 21st century environment around their students' performance. Homework completion rates will rise because students will have their own laptops and resources designed to meet their specific needs. Our assumptions culminate with the fact that REACH with STEM participants will have a better understanding of: a) Learning occurs every day/everywhere b) Education is a collaborative experience connecting the classroom, home and beyond c) Reading

to learn is a family experience d) Improving reading skills improves academic success in all content areas including math and science e) Success requires self-motivation, engagement, commitment, and reflection f) 1:1 access will create opportunity and bridge the socio-economic digital divide.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

REACH with STEM is the second phase of our consortium's successful Straight A grant REACH (Reading Expands All Children's Horizons). The focus of the original REACH was to increase student reading achievement with K-1 students. REACH was critical in helping students/parents/teachers to develop the necessary foundation of reading skills. The original REACH was piloted and evaluated by Wright State University in spring 2015 involving over 200 K-1 students. The pilot program included the development and assessment of on-line reading modules, teacher training, student training, parent training, teacher support blog, REACH website, and the implementation of over two hundred 1:1 laptop devices for school and home use. The full implementation of REACH in the fall of 2015 involved over 900 K-1 students. Early indicators, including DIBELS and STAR reading benchmarks, demonstrate increases in reading achievement through the implementation of engaging multimedia modules, 1:1 laptop devices, and tools supporting parental engagement. We formulate our assumptions for REACH with STEM based on actual results from the original REACH! Assumption #1: Students will engage with aligned, high quality, multimedia STEM-themed STEMbytes. REACH with STEM is the safety net for the Third Grade Reading Guarantee. STEMbytes scaffold learning beyond the classroom. "Scaffolded learning experiences can support and improve the performance of students before, during and after reading. Such experiences help students develop essential skills for understanding and extracting meaning from text and boost their performance on reading comprehension assessments. In addition, students who benefit from scaffolded learning are better able to function as independent readers and to express ideas in a variety of ways" (Babbitt, 2013). Further, high quality STEMbytes designed to be used with 1:1 mobile learning devices will provide reading strategies every student needs to strengthen their comprehension and learning (read to learn). REACH with STEM combines carefully curated content with adult mediation. STEMbytes will be developed around PBS STEM-themed assets. Assets include proven classroom-ready content such as Nova, ZOOM, Dragon Fly TV, STEM in 30, Wild Kratts, Nature, and recently released STEM content such as Plum Landing. The Education Development Center, Inc. concluded in a 2014 study that "90 percent or more of the studies with measurable outcomes show that PBS assets have significant positive impacts" on student learning (PBS: Learn More: The Impact of American's Largest Classroom on Learning, 2015). Assumption #2: 1:1 classrooms will be student centered. Students utilizing the first round of REACH technology demonstrated the ability to take ownership of their learning. "Technology can equip students to independently organize their learning process. So, instead of being passive recipients of information, students using technology become active users." (Integrating technology with student centered learning. Moeller, Reitzes 2011). By implementing REACH with STEM our consortium 2nd and 3rd grade teachers will be trained to meet the needs of a student centered classroom. Assumption #3: Students and parents will become more engaged learning partners. Students will take more ownership of their learning both during and outside of the school day (Project Tomorrow, 2010). Students will be able to practice reading both with and without their teacher and parent. Pilot results demonstrated increased engagement both by students and parents. During the REACH implementation, attendance at the parent/guardian training was the highest recorded parent participation rate in at least a decade at Piqua City Schools. Amazingly, log-in records show the laptops being used seven days a week during a wide variety of hours. REACH truly places our schools into the homes of our students.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.
These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

The REACH with STEM consortium members will use specific indicators to measure the desired outcome of our initiative: increased student achievement. Indicator 1: Reduce the percent of second and third grade students performing below grade level in reading to less than 25% by end of year one. Indicator 2: Increase the percent of second and third grade students performing above grade level in reading to at least 15% by end of year one. Indicator 3: Reduce the percent of second and third grade students performing below grade level in reading to less than 15% by end of year five. Indicator 4: Increase the percent of second and third grade students performing above grade level in reading to at least 25% by end of year five. Indicator 5; Reduce the percent of fifth grade students performing below grade level in math and science to less than 25% by the end of year three. Indicator 6: Increase the percent of fifth grade students performing above grade level in math and science to at least 15% by the end of year three. Indicator 7: Reduce the percent of fifth grade students performing below grade level in math and science to less than 15% by the end of year five. Indicator 8: Increase the percent of fifth grade students performing above grade level in math and science to at least 25% by the end of year five. Indicator 9: Increase the percent of second and third grade students' access to laptop devices beyond the school day to 100%.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

Consortium districts will utilize DIBELS, STAR and NWEA assessments to provide pertinent data points including baseline data for future comparison needed to measure students performing below and above grade level in reading. These data points will be used to evaluate indicators 1-4 pertaining to reading achievement in grades two and three. Consortium districts will utilize state adopted assessments to provide pertinent data points including baseline data for future comparison needed to measure students performing below and above grade level in math and science. These data points will be used to evaluate indicators 5-8 pertaining to math and science achievement in grade five. A parent survey will be utilized to evaluate student access to laptop devices beyond the school day. Introductory parent training will include a survey that provides pertinent data points including baseline data.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

Assumption #1: Students will engage with aligned, high quality, multimedia STEM-themed modules. If student engagement is low, we are prepared to make the following adjustments: Consortium members will evaluate why engagement is low. Based on the evaluation: if module content is not engaging then module content will be modified, if technology prohibits engagement then help desk/home support visits will be utilized, if internet connection prohibits engagement then hot spot contingency plans will be engaged, and if students disengage due to boredom or lack of challenge then the teacher will differentiate for student's needs. Assumption #2: 1:1 classrooms will be student centered. If classrooms are not student centered, we are prepared to make the following adjustments. Consortium members will evaluate classrooms through walk-through observations. Based on the evaluation: if teacher does not demonstrate technology integration then additional training and support will be provided, if classroom does not reflect student centered learning then professional development for instructional staff will be focused on 21st century learning. Assumption #3: Students and parents will become more

engaged learning partners. If students and parents are not engaged learning partners, then teachers will make personal contact with parents to discuss barriers for non-engagement. Additional training will be offered. If parents choose not to be engaged then volunteers or community mentors will be recruited to provide the student with an adult learning partner.

☐ b. Spending reductions in the 5 year forecast

i. List the desired outcomes.
Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?
Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.
These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

☐ c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.
Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?
Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.
Note: this is the preferred indictor for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.
These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

☐ d. Implementing a shared services delivery model

i. List the desired outcomes.
Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?
Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.
These should be measureable changes, not the accomplishment of tasks.
Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.
Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

10. Which of the following best describes the proposed project? - (Select one)

- [ ] a. New - Never before implemented
- [ ] b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- [x] c. Replication - Expansion or new implementation of a previous Straight A Project
- [ ] d. Mixed Concept - Incorporates new and existing elements
- [ ] e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

Enter Budget

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

Upload Documents

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

899,090.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.
Responses should provide a 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.

REACH with STEM Planning/Research/Development/Training approximate costs: PBS/Think TV costs: Planning/Designing/Producing Reading Modules = $215,000 for reusable, sustainable learning modules, produced, piloted and hosted on REACH website (developed in our previous REACH Straight A grant) and PBS LearningMedia, including designed and cleared PBS multimedia assets. District Costs: Stipends for district reading specialists to develop sustainable learning STEMbytes cost of $36,000 ($5,172.41 stipend plus $827.59 benefits= $6,000 per teacher x Piqua3 Milton-Union2 Franklin Monroe1 FTE). Stipends for Pilot Teachers to fully implement module samples for $21,000 ($1,293.10 stipend plus $206.90 benefits= $1,500 per teacher x Piqua8 Milton-Union4 Franklin Monroe2 FTE). REACH with STEM RATIONALE: PBS/ThinkTV will create multimedia reading modules which will be assessable anytime/anywhere, via the dedicated REACH website and PBS Learning Media. PBS will provide high quality resources that encourage student/parent/teacher engagement in addition to training, assessment and support. STEMbytes will be based on increasing fluency, vocabulary and comprehension of informational text utilzing STEM content. Implementation training for all 2nd and 3rd grade teachers = $18,600 ($301.72 stipend plus $48.28 benefits= $350 per teacher x Piqua32 Milton-Union16 Franklin- Monroe 5.142 FTE). Technology Costs: Number of laptops purchased (includes a 5 year warranty and padded case) 1030 x $490 = $504,700 (Milton-Union 260 $127,400, Franklin-Monroe 140 $68,600, Piqua 630 $308,700 REACH with STEM RATIONALE: 1:1 computing (one laptop per child) is critical to the success of the REACH with STEM initiative that will provide anytime/anywhere learning while motivating and engaging students. Based on results from our first REACH initiative, our design team has verified that laptop devices are the best tool for school and home to meet the functionality of the REACH with STEM initiative for increasing reading achievement. Padded laptop cases have proven successful in extending the durability of the devices in travel between school and home. Home and Classroom Support Costs: Classroom Literacy Materials = $28,000 (56 2nd and 3rd grade classrooms in partnership districts x $500 for reading materials and resources). REACH

with STEM RATIONALE: REACH with STEM interactive media must be supported anytime/anywhere with books, games, apps, eBooks, and other digital resources available for classrooms and homes. External Evaluation: Dr. Jill Lindsey, (Professor and Chair of Department of Leadership Studies WSU College of Education & Human Services and Office of Evaluation & Research, Ohio Education Research Center Learning, Leadership, and Program Evaluation Consultant Wright State's Office of Evaluation & Research) will serve as the external evaluator on the REACH with STEM project at a cost of $75,790. REACH with STEM RATIONALE: Summative evaluation of the REACH with STEM project will be conducted utilizing mixed methodologies. The evaluation of increased student achievement will be calculated in May 2018 using student achievement performing below, at, and above grade level in 2nd and 3rd grade. Graphic representations of these data with written descriptions will be provided in a final report and digital presentation for use by the districts. Summary data will be available on www.reach1to1reading.org.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.
Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

The REACH with STEM initiative will be self-sustaining for at least five years after June 30, 2017. There are no ongoing costs for the three partnership districts. The proposed budget includes five-year warranties on the 1:1 technology devices through the grant period including drop coverage and battery replacement. Parents have signed agreements to reimburse districts for damage, misuse, or theft of the devices not covered within the warranty. The teacher stipends are one-time payments made to those individuals involved in training and implementation of the REACH with STEM grant. These stipends are not ongoing costs beyond the initial implementation of the grant. Staff members hired after the initial implementation will receive training on best practice implementation of the REACH with STEM iniatitive through a "train the trainer" model. PBS hosts the STEMbytes with all of their academic content on the free PBSLearningMedia website without ongoing costs to the districts. Having implemented the first phase of our original REACH grant, we know that the sustainability costs are zero.

21.00 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.
Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

Reduction of salary and benefits for remediation for those students not yet passing the Third Grade Reading Guarantee is where 21 percent of our cost savings will be gained in this project. A successful grant would mean these reductions would be long-term and the academic performance in grades 2-3 would improve due to the grant, thus we would not need to provide summer school remediation in the districts. This previous summer Piqua City School District spent $12,009 on salaries and $1,921 in benefits for targeted assistance in helping students improve reading skills. Franklin-Monroe Local School District had a similar project in place with $5,800 spent on salaries and benefits. The desired financial outcome of the REACH with STEM project is to eliminate these remediation programs. Success from the REACH with STEM project will dramatically decrease the cost of these more intensive interventions. The overall reduction will be $104,047 over the five year period of time for the consortium districts. The increased student achievement will reduce the need for intervention specialists in grades 2-3. The successful implementation of REACH with STEM will eliminate the need for mobile computer labs in the 2nd and 3rd grades, reduce library budgets and purchased professional development services. These reductions will allow districts to expand their 1:1 device technology plans into higher grade levels earlier than anticipated. REACH with STEM will replace the need for these items by: - providing access and resources needed for teachers/students/parents to individualize 2nd and 3rd grade reading instruction, requiring fewer salaried intervention staff members - the 1:1 (one laptop per student) program eliminates need for mobile computer labs in the 2-3 classrooms - providing STEMbyte multimedia reading modules and ebooks in lieu of traditional library books and other literacy materials - providing training for student, parents and teachers on their respective responsibilities within the REACH with STEM initiative. REACH with STEM training modules (to include post-training videos and ".pdf" documentation, such as agreement "contracts") will be accessible to all stakeholders via the laptops and the REACH website. Additional training support is available in each district via local REACH with STEM support teams, social media sites, and access via links on the laptops to other help sites if needed. In summary, consortium school districts will each enjoy net savings as a result of the REACH with STEM initiative, with a total 5-year partnership savings of $491,747. The REACH with STEM program is not only a solid financial value to our schools and community but also a valuable educational asset for our 2nd and 3rd grade students and their families.

79.00 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.
Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be

replaced in order to ensure the life of the innovative project.

The source of the these reallocated funds is the savings realized by not having to use district funds to purchase devices for grades two and three. The dollars saved with a successful grant will allow each consortium district to accelerate their objective to provide1:1 technology districtwide. Current technology plans include a longterm timeline for the establishment of pre-K thru 12 individualized technology devises. We project the reallocation amount to be $387,700 or 79%. The savings is derived from the reallocation of funds previously allocated for 1:1 technology purchases at 2nd and 3rd grades. These savings will now be allocated to other grade levels for 1:1 technology purchases. Based on our previous REACH grant we know that our projected technology costs are reasonable within the scope of our REACH with STEM grant proposal. We have made sure to include battery replacement and drop protection for our devices in any of our technology programs. The overall goal is to make sure than any devices we are purchasing will last for five years or longer.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

Add Implementation - Key Personnel

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date RangeFebruary 2016 - August 2016

b. Scope of activities - include all specific completion benchmarks.

Feb '16 or upon award Superintendents announce REACH with STEM initiative to their district and community Feb '16 - Mar '16 - REACH with STEM Project Launch - Apr '16 to May '16 - Design Team Meets - Design team (early reading specialist from partnership districts and PBS/ThinkTV) begin designing reading modules (BYTES) Jun '16 - Dec '16 - Ongoing BYTE Development & Production - The design team will execute the following design cycle for each BYTE developed and produced: -align to 2-3 grade content standards and select STEM-themed topics - choose and/or create videos, books, activities, and interactives - assess value for students and parents - review and modify - PBS/ThinkTV begins BYTE production Dec '16 - Mar '17 - 1:1 Device evaluation -IT department evaluates appropriate devices Jan '17 - Jun '17 - Ongoing BYTE Production & Platform Design - Development and production continues - Communication/coordination meetings with consortium partners for problem solving and future planning is ongoing - PBS/ThinkTV produces BYTES and parent training videos, uploads REACH with STEM modules, updates the REACH website, PBS LearningMedia-PBS/ThinkTV launches REACH with STEM website and analytics data begins Mar '17 - May '17 - IT Orders laptops for pilot, Districts launch REACH with STEM pilot- Staff receives training on devices and reading modules - 2-3 teachers create virtual cohorts to collaborate best practice -Partners conduct pilot research and evaluation Jun '17 - Aug '17 - (before start of school year 2016 - 2017) - Staff Prepares for REACH with STEM initiative - IT orders reminder of Laptops - Grades 2 & 3 staff form collaborative cohorts of 21st century classrooms - cohorts receive training on 21st century learning skills, laptop usage, safety and digital citizenship Aug '17 - (Start of school year 2016 - 2017) - Districts Communicate REACH with STEM Initiative to grade 2-3 parents/community

22. Implementation(grant funded start-up activities)

a. Date RangeSep 2017 - May 2018

b. Scope of activities - include all specific completion benchmarks

Sep '17 - REACH with STEM Project Launch Grades 2 & 3 -Second and third grade parent meetings to be held in early September By Sep 30 '17 - Reading Assessments - teachers to conduct benchmark test to determine reading level of students Sep '17 - Oct '17 - Student and Parent Training - Teachers train students and parents on laptops & reading BYTES (support from IT department, REACH with STEM support team, and "digital native" upperclassmen) - Before device is permitted to go home, student competency must be verified by REACH with STEM support team Sep '17 - REACH with STEM Benchmark Assessments - Administered three times per school year - Annual assessment dates will be Sep, Jan, and May Sep '17 - REACH Conferences - Student/teacher/parent conferences will be held quarterly (Nov, Jan, Mar, and May) - Participants to share data and feedback, discuss issues, address concerns, goal setting for next nine weeks Oct '17 - Second and third grade students and parents actively using BYTES on laptops. Oct '17 - Ongoing Consortium Collaboration - REACH with STEM consortium meetings will be approximately Oct, Dec, Feb, and May to discuss program successes and opportunities for improvement - Consortium will conduct three one-half day meetings to include 1) executive team members PBS/ThinkTV, WSU, & partnership teachers & administrator; 2) teachers & administrators from partnership districts, led by lead district and 3) district teachers, administrators/support team and IT department - Agendas to include but not limited to: presentation of student data, teacher and parent feedback both qualitative and quantitative, successes, lessons learned & issues across districts and action plans

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date RangeJune 2018 - May 2022

b. Scope of activities - include all specific completion benchmarks

Jun '18, '19, '20 & '21 - IT personnel update devices. Each device will have a five year warranty. Aug '18, '19, '20 & '21 - New hires and current staff participate in professional development on REACH with STEM integration. They discuss best practices for engaging parents and students and share new ideas for continued improvement and increased success. Sep '18, '19, '20 & '21 - Each district will conduct parent meetings to communicate goals and expectations of the REACH with STEM program. Lessons learned from the prior years will be embedded in the yearly parent meeting to improve project goal achievement. Student reading levels will be compiled for evaluation and growth monitoring. Oct - May ('18 - '21) - Students and parents continue to utilize REACH with STEM to efficiently and effectively increase each child's 'reading to learn' capacity. PBS/ThinkTV will continue to edit and modify REACH with STEM content to increase the effectiveness of parent engagement and at-home learning. Jun '18, '19, '20 & '21 - WSU will provide ongoing annual evaluations and publically report results through the REACH website. PBS LearningMedia will track and evaluate REACH with STEM BYTEs' website usage. Jun '18 - Jun '21 - Creating Sustainability - Ongoing professional development will be provided for teachers resulting in the integration of new and current instructional strategies with 1:1 devices and a renewed excitement centered on student/parent engagement. Jun '18 - Jun '21 - PBS LearningMedia is a free learning platform where REACH with STEM will be accessible. They are an online provider of content with more than 1.5 million teacher subscriptions. PBS LearningMedia's subscription base, in combination with their long history of success, provides REACH with STEM content stability that allows for continued improvements.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

REACH with STEM will dramatically change grades two and three learning in our schools. REACH with STEM will change: instruction from teacher-centered to student-centered and student-parent engagement to daily at-home learning. Instructional changes for teachers: Improved models for delivery of instruction will include; 21st century resources for individualized teaching and interventions; Role changes from "sage on the stage" to "guide on the side" or "learning coach"; Teacher/parent communication through email, Google, social media, etc. will better support classroom teaching; Flipped classroom capability for more student/parent interaction at home and more student-centered instruction in the classroom; Teachers' administrative workload reduced with anytime/anywhere capability; Greater access to blended and on-line professional development; Increased reliance on digital resources, less reliance on textbooks; Technology integration that focuses on "Redefinition" on the SAMR evaluation framework to effectively infuse technology into teaching and learning at its highest level. Instructional changes for students: Students will take ownership of their learning due to: 1:1 devices that motivate students to learn and apply their knowledge (Project Tomorrow, 2010); Personal engagement with high quality multi-media and personal choice which will drive interest; Resources to propel their own learning - Ability to read along with books and complete reading STEMbytes at home - Accessible for all students regardless of physical or language barriers. Changes to parent-teacher engagement: After parents' are given clear expectations and training, they will become their child's at-home learning partner; Receive training on laptops, REACH with STEM, digital safety and citizenship, school-home communication; At quarterly conferences, students, teachers and parents will review student data, exchange feedback and establish subsequent nine-week goals. Grade 2 & 3 organizational changes: School days and staff resources will be more efficient as follows: "extension" of the learning day to at-home, anytime/anywhere capability; reduced intervention and support staff; repurposed grade 2-3 mobile computer labs for higher grade levels - Create district and community-wide momentum around 1:1 and 21st century learning: REACH with STEM will allow access to 21st century learning resources previously unavailable outside the school day, especially in lower socio-economic communities; 1:1 learning will create: anytime/anywhere access to high quality, differentiated resources; parent training and support for engaging with their child's reading; individualized REACH with STEMbytes and engaging family literacy activities. Institutional changes: Improved organizational efficiencies will create permanent cost-savings; teachers are better equipped to provide educational opportunities for 21st century learners; increased student achievement decreases district remediation costs; increased parent engagement will result in better collaboration to meet student academic needs. The REACH with STEM project will be entirely replicable and sustainable for any state standard aligned district. The entire REACH with STEM curriculum collection including learning and training modules will be housed in downloadable/streaming formats on the REACH website, accessible to all teachers and students across Ohio and the U.S.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Jill Lindsey 937-775-3298 jill.lindsey@wright.edu Wright State University Office of Evaluation and Research 490 Allyn Hall, 3640 Colonel Glenn Highway, Dayton, OH, 45435 Jill Lindsey currently serves as the Director of the WSU Center for Evaluation Research providing research and consulting services related to organizational improvement and program evaluation. She is also the Director of Operations and Research for the Ohio Education Research Center housed at The Ohio State University. Dr. Lindsey is a tenured Professor and Chair of the Department of Leadership Studies in Education & Organizations in the College of Education & Human Services at Wright State University in Dayton, Ohio where she administers nineteen programs including a doctorate in Organizational Studies. Dr. Lindsey has published more than 50 articles and technical research reports with external funding exceeding five million dollars. She regularly conducts evaluations for K-

12 educational improvement initiative

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

The evaluation plan will employ a mixed-methods approach utilizing qualitative and quantitative data from parent logs, teacher plans, student reading performance as measured by lexile levels, STAR, DIBELS, state adopted assessments for math and science, and process documentation. These data will be compiled quarterly to track progress and make needed adjustments, and annually to assess progress on stated goal indicators. The overarching goal "to increase student achievement by improving second and third grade literacy skills" will be measured by Lexile level, STAR and DIBELS quarterly assessments. Baseline data will be compiled during the initial year of funding for the project when the STEMbytes are being developed. Following the first full year of implementation (in year two of funding), reading performance data as measured by STAR and DIBELS will be compared with the baseline three-year average percent of second and third grade students reading above, at and below grade level. Performance data will continue to be collected quarterly each successive year for five years to determine progress toward the goal indicators: Reduce the percent of second and third grade students performing below grade level to less than 15%, and increase the percent of second and third grade students performing above grade level to at least 25% after five years. To document parent engagement, parents will complete home reading logs documenting the time they spend each day of the week helping their child complete reading modules using their laptop device. To document increased use of individualized reading plans, teachers will submit the reading plans they have created for individual students fortnightly. Each quarter the logs and plans will be complied, summarized and reported to the leadership team by the evaluation team. To assess reading progress, STAR and DIBELS assessments will be completed for each student quarterly. These teacher generated data will be collected, analyzed, and reported by grade level, building and district on a quarterly basis as well. Quarterly discussions of these data will allow the leadership team to make adjustments in practice as needed. If parents are not completing log documentation, reminder notes followed by calls home will be made to encourage parent engagement. If more individualized reading plans are not being created by teachers, the principal will conference with the teacher and strategically plan for improved practice and monitoring. Essential to the success of this initiative is the creation of engaging multimedia STEMbytes focused on informational text in STEM content. Process documentation charting and checklists will be utilized to track work by the collaborative team of district reading specialists, STEM educators, and producers from PBS/ThinkTV to ensure the creation of at least 12 STEM-themed STEMbytes for grades 2 and 3 with content that includes informational text targeted to both academic and social-emotional needs of 2nd and 3rd grade readers. Equally important to the success of the project is the distribution and use of 1:1laptop devices in class and at home to practice reading to learn. Process documentation charting and checklists will also be used to ensure that each second and third grade receives their own laptop device with training for parents and students. Teachers will maintain a record of homework assignment completions before and after laptop distribution to assess progress toward the indicator of improved homework completion rates through the use of laptops and module resources. An annual report will be produced each year of the project summarizing the accomplishments, lessons learned and next steps. Reports will be shared with ODE and at professional conference settings to promote the work and encourage others to consider similar projects.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

REACH with STEM can be scaled-up, expanded and/or replicated in districts across the country because the entire program is free and accessible anytime/anywhere on PBS LearningMedia. The consortium created and designed REACH with STEM to collect as much data as feasible within the constraints of the second and third grade educational setting, so many more innovative practices can be learned, measured, proven and shared. The project and its results will be available online for interested parties on the REACH website. REACH with STEM is available for immediate replication for any district seeking to increase second and third grade reading achievement through a 1:1 learning initiative with multi-media STEMbytes and increased parent engagement. REACH with STEM was designed to incorporate successes and lesson learned from schools that have already launched 1:1 initiatives, including Mooresville City Schools in North Carolina and Houston Independent Schools in Texas. REACH with STEM is modifiable in real time because consortium partner, PBS/ThinkTV, is the site administrator. PBS LearningMedia is a free national digital content service designed specifically for classroom educators. Its over 100,000 educational media resources are free and accessible to any parent, student or teacher in the U.S. with Internet access. PBS LearningMedia is safe, trusted, and non-commercial, and has over 1.5 million subscribers, which is an estimated one-third of all classroom teachers in the U.S. - and growing. PBS LearningMedia is expected to surpass all other major digital content libraries in number of resources in 2016.The entire program is intended to be shared online via the REACH website. Mooresville Superintendent Mark Edwards stated (in phone conversation) his interest in the REACH modules for possible implementation in his district. Through the success of REACH, our first Straight A Grant, both PBS/ThinkTV and consortium districts have been contacted by other school districts with interest in implementing REACH. These contacts by other Ohio school district superintendents and other states demonstrates the potential of REACH to be scaled-up, expanded and replicated. Consortium members have shared the REACH initiative with the governor, legislators and the state board of education to celebrate and promote the possiblies of this model. Similar to our first REACH Straight A Grant, REACH with STEM will produce high quality data attributable to the research efforts of the consortium design team and a partnership with Wright State University's Center for Evaluation Research. These data sets are from three diverse Ohio school districts: Piqua City School District with city/suburban/urban/rural demographics and 54% free and reduced lunch socioeconomics , Milton-Union Exempted Village School District with suburban/urban demographics and 46% free and reduced lunch socioeconomics, and Franklin-Monroe Local School District with small/rural demographics and 24% free and reduced lunch socioeconomics. Each school district will produce data sets that are measurable and observed through benchmarks, qualitative and quantitative assessments, surveys, and observations. REACH with STEM data will be real-world tested and

verified for designing successful 1:1 learning initiatives. The already established REACH website will contain a dedicated area for sharing REACH with STEM results. This data is valuable for other districts to consider in replication potential based on the diverse demographics of the consortium districts. STEMbytes, the foundational curriculum and content for implementing REACH with STEM will be available through PBS LearningMedia for free. STEMbytes will be self-contained multimedia learning modules that contain both student and parent training. The work by our consortium, supported through this grant, will minimize the time and effort of other districts to replicate REACH with STEM.

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).

Yes we agree

Consortium

Piqua City (044644) - Miami County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts							
First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Jeff	Patrick	9379471329	jeff.patrick@darke.k12.oh.us	Franklin Monroe Local	046649	PO Box 78, Pitsburg, OH, 45358-0078	
Dr. Virginia	Rammel	9378847910	rammelv@milton-union.k12.oh.us	Milton-Union Exempted Village	045518	7610 Milton Potsdam Rd, West Milton, OH, 45383-9602	

Partnerships

Piqua City (044644) - Miami County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships							
First Name	**Last Name**	**Telephone Number**	**Email Address**	**Organization Name**	**IRN**	**Address**	**Delete Contact**
Jill	Lindsey	9377753298	jill.lindsey@wright.edu	Wright State University Office of Evaluation and Research		490 Allyn Hall, 3640 Colonel Glenn Highway, Dayton, OH, 45435	
David	Fogarty	9372201600	dfogarty@thinktv.org	Public Media Connect (Think TV)		110 South Jefferson Street, , Dayton, OH, 45401	
Jill	Lindsey	8552317753	connect@oerc.osu.edu	The Ohio Education Research Center		The Ohio State University: John Glenn College of Public Affairs, 1810 College Road, Columbus, OH, 43210	

Implementation Team

Piqua City (044644) - Miami County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Richard (Rick)	Hanes	Superintendent Piqua City School District	All superintendents in the REACH with STEM consortium are committed to the leadership responsibilities necessary to ensure the successful implementation of the REACH with STEM initiative by providing: 1)high quality professional development for staff members 2) timely sharing , feedback, assessment, planning, reporting and flexibility 3) commitment to intra-school teams and mentor school partnerships 4) state standards alignment support 5) support team participation and personal follow-ups with parents, as needed 6) time for reflection and collaborative leadership critical to REACH with STEM success.	Rick is in his 31st year as an educator starting as an 8th Grade Science Teacher where he was recognized as Tipp City Exempted Village School District Teacher of the Year. From the classroom, Rick has extended his leadership as a principal, curriculum director, assistant superintendent and now Superintendent of Piqua City School District for nine years. Rick has served in many leadership roles in education related associations including tenure as the Ohio Middle School Association President. He has served on the ODE International Education Advisory Committee and helped write the strategic plan for International Education in Ohio. Rick participated as a member of the first Chinese Bridge Delegation trip to China which has helped him to establish Chinese language programs in two districts including Piqua. As annual participant of the Jennings Summer Educator Retreat and the Midwest Suburban Superintendent's Association, Rick continually strives for quality professional development which he can share in district. He has also served in many leadership capacities within child related organizations including Children's International Summer Villages Program as a	Piqua City School District along with Milton-Union Exempted Village School District and Franklin-Monroe Local School District along with PBS ThinkTV successfully applied, piloted and implemented the Reading Expands All Children's Horizons (REACH) Straight A grant. This K-1 literacy initiative was targeted at bolstering reading achievement by engaging parents as at-home partners through 1:1 devices and educational media. Also Piqua City School District along with consortium partners have implemented the Ohio Department of Education Early Literacy Grant over the past several years including district wide training in Orton Gillingham Reading Instruction for all primary teachers. The district has also provided an Expanded Learning Program for primary students focused on Reading. Rick spear headed the successful Piqua Community Connectors grant which is now providing community volunteers to mentor students in grades four through eight. Rick currently serves as the Managing Director of the Piqua Education Foundation which awards $300,000 in education scholarships on a yearly basis and has a $4 million dollar	Post MEd work at Miami University MEd Wright State University BS Wirght State University	1	

				delegation leader, village staff member, village director, national trainer and national parliamentarian.	portfolio. This experience along with facilitating many other grants has provided him with hands-on grant planning, writing, budgeting, implementation and evaluation experience. Along with quality internal educational support from staff, the Piqua City School District is also blessed with a Business Partnership Program, recognized by ODE, which provides volunteers to support students. Support from the Piqua community was very evident in the recent passage of a $54 million bond issue for the construction of three new elementary schools which are now open and serving students as of the fall of 2015.			
Dr. Virginia	Rammel	Superintendent of Milton-Union Exempted Village Schools	All superintendents in the REACH with STEM consortium are committed to the leadership responsibilities necessary to ensure the successful implementation of the REACH with STEM initiative by providing: 1)high quality professional development for staff members 2) timely sharing , feedback, assessment, planning, reporting and flexibility 3) commitment to intra-school teams and mentor school partnerships 4) state standards alignment support 5) support team participation and personal follow-ups with parents, as needed 6) time for reflection and collaborative leadership critical to REACH with STEM success.	Dr. Ginny Rammel has a successful 39 year history at Milton-Union Schools (M-U). Her career began as a fifth grade math and science teacher, then elementary school principal, then later as middle school principal. Ginny is now in her 9th year as district Superintendent. Ginny's individual honors and recognition include: 1) Middle School National Distinguished Principal, 2) Martha Holden Jennings Scholar and 3) M-U's Outstanding Teacher of the Year. M-U stakeholders (students, staff, parents and community) know that Ginny leads the district using the "One-Third Model" (1/3 student, 1/3 parent-community, 1/3 staff) for student success. This collaborative leadership approach has earned M-U many	Milton-Union Exempted Village School District along with Piqua City School District and Franklin-Monroe Local School District in partnership with PBS ThinkTV successfully applied, piloted and implemented the Reading Expands All Children's Horizons (REACH) Straight A grant. This K-1 literacy initiative was targeted at bolstering reading achievement by engaging parents as at-home partners through 1:1 devices and educational media. Also Milton-Union School District along with consortium partners have implemented the Ohio Department of Education Early Literacy Grant over the past several years including district wide training in Orton Gillingham Reading Instruction for all primary teachers. Dr.	PhD University of Dayton MEd University of Dayton BS Wright State University	5	

				distinctions and successes including: 1) United States Department of Education 2014 Green Ribbon School award to M-U's K-12 facility. 2) 1999 National School of Excellence for M-U's 900+ student elementary school, 3) Ohio Association of Elementary School Administrator's Hall of Honor for both the elementary and middle school while Dr. Rammel was principal. M-U has experienced increased student achievement in spite of a rapid increase in the free/reduced population and socio-economic divide. M-U has also experienced increases in graduation from 88.6% in 2008 to 95.0% in 2013. Dr. Rammel also appealed to the M-U community and stakeholders who responded with a 2008 bond levy to build a $42 million K-12 facility. Dr. Rammel was successful in leading the M-U community stakeholders, contractors and staff through the entire building project from groundbreaking to dedication!	Rammel has written, received and successfully executed many grant awards that have totaled well over $2.5 million including: 1) LEA-Developed Student Growth Measures Grant Opportunity, 2) Race to the Top, 3) Network for Systemic Improvement Grant, 4) Venture Capital Grant and 5) Honda Outreach Grant			
Dr. Jill	Lindsey	Director Wright State University Center of Evaluation/Director Operations and Research Ohio Research Center The Ohio State University	Dr. Lindsey is committed to continue her work from the original REACH with all three districts by providing the tools and measures for the collection of data for the REACH with STEM Straight A grant. She will employ a mixed-methods evaluation approach utilizing qualitative and quantitative data from parent logs, teacher reading plans, student reading	Jill Lindsey currently serves as the Director of the WSU Center for Evaluation Research providing research and consulting services related to organizational improvement and program evaluation. She is also the Director of Operations and Research for the Ohio Education Research Center housed at The Ohio State University. Dr. Lindsey is a tenured Professor and Chair of the Department of	Dr. Lindsey is currently provides the evaluation tools and measures for the current REACH Straight A grant working with all three consortium district members. Dr. Lindsey has published more than 50 articles and technical research reports with external funding exceeding five million dollars. She has conducted evaluations for K-12 educational improvement initiatives in ten	Executive Education Certificates Harvard University PhD University of Dayton MS Vanderbilt University BMA University of Michigan	5	

			peformance and process documentation. Dr. Lindsey will compile data and utilize her experience and research to produce annual reports throughout the life of the grant summarizing the accomplishments, lessons learned and next steps recommended. Dr. Lindsey will share these reports with ODE and at professional conference settings to promote the work and encourage others to consider similar projects.	Leadership Studies in Education & Organizations in the College of Education & Human Services at Wright State University in Dayton, Ohio where she administers nineteen programs including a doctorate in Organizational Studies. Dr. Lindsey has published more than 50 articles and technical research reports with external funding exceeding five million dollars. She has conducted evaluations for K-12 educational improvement initiatives in ten states. Her research and publications focus on leadership, whole-school improvement, and educator performance evaluation. She earned a B.M.A. from the University of Michigan, a M.S. in Human Development Psychology from Vanderbilt University, a PhD in Educational Leadership from The University of Dayton, and two Executive Education Certificates from the John F. Kennedy School of Public Policy at Harvard University.	states. Her research and publications focus on leadership, whole-school improvement, and educator performance evaluation.			
Gloria	Skurski	Chief Content Officer of Public Media Connect/Think TV	Ms. Skurski will be responsible for executive program oversight for the cross-departmental education and production teams that will support REACH with STEM. ThinkTV's REACH with STEM responsibilities will include design team participation and production of REACH with STEM reading STEM Bytes, parent training videos, REACH project website, PBS Learning Media REACH with STEM reading STEM BYTE	The partnership with ThinkTV brings experience and expertise in early childhood education, project development and multimedia production. ThinkTV is currently heading up a tri-state oral health project, working with more than 700 early childhood educators in Ohio, Michigan and Indiana, through the support of the Delta Dental Foundations. The project includes on-air messaging around dental health as well as train-the-trainer workshops for pre-school and Head	PBS/Think TV along with Milton-Union Exempted Village School District, Piqua City School District and Franklin-Monroe Local School District have successfully applied, piloted and implemented the Reading Expands All Children's Horizons (REACH) Straight A grant. This K-1 literacy initiative was targeted at bolstering reading achievement by engaging parents as at-home partners through 1:1 devices and educational media. For this project PBS/ThinkTV's early	PBS/ThinkTV staff members hold various degress specific to their skill contributions for this grant	20	

			collection, and social mediat support . Design team participation will include the research and development activities with our district reading specialists. ThinkTV's education services department will be active participatns in the REACH with STEM consortium for the life of the grant.	Start teachers. ThinkTV is also a part of the American Graduate initiative funded by the Corporation for Public Broadcasting, creating on air messaging, public affairs coverage and direct service to schools in support of early learning. Its Raising Readers program is currently serving more than 600 low-wealth students with technology infused Reading Corners, reading boot camps, and reading buddies programs. All of these are supported by a staff of five early learning specialists and trainers, who also provide professional development workshops to more than 2,000 low-income childcare providers each year in Dayton and Cincinnati, using nationally researched PBS resources. All workshops are Step Up To Quality approved.	childhood resources will be combined with its video production and distribution capabilities in both Dayton and Cincinnati. For 15 years PBS/ThinkTV has created instructional media, including You at the Zoo, an inquiry based project developed in partnership with the Cincinnati Zoo, which won the National Educational Television Associations' award for best instructional media. PBS/ThinkTV's project staff will work closely with education staff and the online/social media staff. Our graphic designer, two web designers and a social media specialist will all be part of REACH initiative! PBS/ThinkTV will create and distribute multimedia content for the REACH learning modules, incorporating the proven View-Read-Do learning triangle model developed for Ready To Learn with funding from the US Department of Education and Corporation for Public Broadcasting. PBS/ThinkTV will help distribute REACH via free educational platforms including a REACH website and PBS LearningMedia to ensure free and sustainable access for all students, teachers, and parents in Ohio and nationwide.			
Jeff	Patrick	Superintendent Franklin-Monroe Local School District	All superintendents in the REACH with STEM consortium are committed to the leadership responsibilities necessary to ensure the successful implementation of	Jeff Patrick, current superintendent of the Franklin Monroe Local School District, has education experience in five Ohio School Districts over 15-years. From a fifth grade teacher to the	Franklin-Monroe Local School District along with Milton-Union Exempted Village School District and Piqua City School District and in partnership with PBS ThinkTV successfully	Post MEd work at University of Dayton MEd Wright State University BS Wright State University	5	

			the REACH with STEM initiative by providing: 1)high quality professional development for staff members 2) timely sharing , feedback, assessment, planning, reporting and flexibility 3) commitment to intra-school teams and mentor school partnerships 4) state standards alignment support 5) support team participation and personal follow-ups with parents, as needed 6) time for reflection and collaborative leadership critical to REACH with STEM success.	elementary principal in two districts and superintendent experience in two school districts, Jeff's focus on putting students first has developed into the mission of, "Increasing the Intellectual Capital of every individual student. By living and teaching to this mission, F-M graduates should be able to sell themselves to an employer or institution of higher learning after high school graduation. Jeff has written and has been awarded grants with the most recent grant awarded the first round of the Straight A Fund with collaboration of five other school districts involving "Energy Education Project" totaling $204,522. With the high expectations that Jeff has for his staff and students, the students of the Franklin Monroe Local School District are one step closer to being successful productive citizens by "Increasing the Intellectual Capital of every individual student."	applied, piloted and implemented the Reading Expands All Children's Horizons (REACH) Straight A grant. This K-1 literacy initiative was targeted at bolstering reading achievement by engaging parents as at-home partners through 1:1 devices and educational media. Jeff has written, received and successfully executed many grant awards including: 1) Race to the Top and Energy Efficiency grants.			