

Budget

ESC of Cuyahoga County (046532) - Cuyahoga County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (118)

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

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	1,744,721.65	0.00	0.00	0.00	1,744,721.65
Governance/Admin		228,996.00	60,468.00	133,336.00	0.00	0.00	0.00	422,800.00
Prof Development		0.00	0.00	2,200,000.00	0.00	0.00	0.00	2,200,000.00
Family/Community		0.00	0.00	0.00	235,648.00	0.00	0.00	235,648.00
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							26,727.74	26,727.74
Total		228,996.00	60,468.00	4,078,057.65	235,648.00	0.00	26,727.74	4,629,897.39
							Adjusted Allocation	0.00
							Remaining	-4,629,897.39

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Family Engagement and Development: Building a Sustainable and Comprehensive Framework

2. Project Summary: Please limit your responses to no more than three sentences.
The proposed framework aims to enhance the preparation of K-5 students for academic success by involving parents as informed consumers and a
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					
Education	Pre-K Special	K	1	2	3
	4	5	6	7	8
	9	10	11	12	

Year 1					
Education	Pre-K Special	1555 K	1590 1	1610 2	1640 3
	4	595 4	630 5	6	7
	9	10	11	12	8

Year 2					
Education	Pre-K Special	2555 K	2555 1	2590 2	2610 3
	4	640 4	595 5	6	7
	9	10	11	12	8

Year 3					
Education	Pre-K Special	3055 K	3055 1	3055 2	3055 3
	4	590 4	610 5	6	7
	9	10	11	12	8

Year 4					
Education	Pre-K Special	3555 K	3555 1	3555 2	3555 3
	4	590 4	610 5	6	7
	9	10	11	12	8

Year 5					
Education	Pre-K Special	4055 K	4055 1	4055 2	4055 3
	4	555 4	590 5	6	7
	9	10	11	12	8

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.

Starting with Year 2, Cleveland Metropolitan School District (CMSD) will expand the implementation of the APTT practice in additional school buildings for a total of 70 buildings in this particular sequence: Year 1 = 20- schools, Year 2 = 20 more schools, Year 3 = 10 more schools (following a re-calibration of the project), Year 4 = 10 more schools, and Year 5 = the last 10 schools to be added to the practice. This grant will provide the training for the first 2 cohorts (40 school buildings) and the district will complete the process through the "train the trainer" model. Willoughby-Eastlake City School District (WECSD) will train 260 teachers for grades K-5. In Year 1 APTT will be implemented in 6 school buildings. The district will extend the practice to their preschool and middle school in subsequent years. Appropriate presentations and parent resources will also be made available to the upper grades as described in this grant for all stakeholders.

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

First and last name of contact for lead applicant
Michele Wargo

Organizational name of lead applicant
ESC of Cuyahoga County

Address of lead applicant
6393 Oak Tree Blvd., Suite, 300, Independence, OH 44131

Phone Number of lead applicant
440-915-1157

Email Address of lead applicant
michele.wargo@esc-cc.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

Parental expectations of academic attainment and satisfaction with school education is the most consistent predictor of student academic achievement and social adjustment. This project intends to help parents understand achievement level by focusing on foundational skills, supporting home learning, and understanding how non-cognitive skills support learning. The Office of Family and Community Engagement in CMSD promotes meaningful district-wide engagement of families and community stakeholders in the Cleveland Plan by expanding school capacity to partner with families and community-based organizations. In AY 14-15, 80% of CMSD parents attended school events on academics. CMSD has adopted the U. S. Department of Education's Dual Capacity Framework for Family-School Partnerships to further work around engaging families in student learning. WECSD promotes family engagement by going beyond Special Education and Title 1 family engagement requirements. One important district goal is to provide parents and families with timely and meaningful information in understandable language on Ohio's academic standards, state and local assessments, and legal requirements so that they can make

informed decisions about their children's academic future. With this in mind, WECSD is committed to creating a strategic and meaningful plan to develop their parents' capacity to leverage their assets, contributions, and aspirations to drive student achievement. Both of these districts recognize for student performance to improve, they must continue to take the steps necessary to alter the way they work with families. These districts understand the important role parents play in their child's education and believe that their districts have the capacity to make the changes necessary. The goal of this initiative is to create a parent engagement framework which will provide parents with the information and resources they need to become active participants in their child's education.

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

The proposed comprehensive parent engagement and development framework focuses on implementing WestEd's Academic Parent Teacher Team (APTT) model in grades K-3 in CMSD and K-5 in WECSD. Using a Logic Model proposed by the Harvard Family Research Project [Farrington, Roderick, Allensworth, Nagaoka, Seneca Keyes, Johnson, and Beechum (2012)], identifying goals related to enhanced parent involvement in student education relies on a closely connected set of inputs, activities, and outcomes. As students progress through the early grades, foundational skills are developed in a scaffolded manner. Learning represents a continuum inclusive of a variety of environments (home, school, various communities, etc.). Therefore, connecting teachers and parents to focus on APTT will strengthen the opportunities students have to grow and develop. APTT is a research-driven, classroom-based, teacher-led, data-rich family engagement model designed to train families to support children's academic goals by linking home/informal and school/formal learning. APTT is recognized by both the U.S. Department of Education and the Harvard Family Research Project as an "innovative model for parent-teacher partnerships." APTT's research-based infrastructure is rooted in aligning curriculum, instruction, and assessment as it builds the capacity of educators, families, and communities at large to advance student achievement. The classroom teacher invites families to participate in three 75-minute team meetings and one 30-minute individual session. During the APTT meetings, teachers introduce and review grade level foundational skills, share student performance data, and demonstrate concrete activities that families can do at home to help students master those skills. Parents set 60-day learning goals for the classroom and their child based on their current level of achievement. Parents are also given time to collaborate with each other to share helpful strategies. Individual parent teacher conferences are integral to this model. Parents will also meet with their child's teacher to discuss overall achievement and progress made on foundational skill development. To support APTT implementation and present parents with a sustainable and comprehensive family engagement framework, this initiative will also include the following components: a) Based on the Dual Capacity-Building Framework, we will create multiple opportunities for families to build capacity to partner with schools, in addition to providing extensive training to develop staff capacity to focus family engagement on student achievement. b) We develop a model kindergarten orientation and open house presentation for building principals to share with parents. These events will introduce parents to Ohio's new educational standards and associated expectations, thus making them aware of significant achievement benchmarks, including the Third Grade Reading Guarantee. We will also provide specific and timely information needed to become active participants in improved student learning. At the same time, these school events will feature short informational videos on critical developmental topics parents need to know about, such as parent expectations and aspirations, student attendance, behavior, and how effort impacts learning. c) As a way to support the successful implementation of APTT by building parental capacity to support student learning and by developing a comprehensive elementary level parent engagement framework, we will create resources and provide professional development to school personnel, as follows: i. a series of short parent information videos focusing on David Conley's four college and career readiness components; ii. end-of-year grade level math/reading foundational skill rates for parents; iii. staff PD focused on working with parents as adult learners, non-cognitive factors supporting learning, as well as college and career readiness for parents and guidance

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.

a) Improved proficiency rates in core content areas in K-3 for CMSD and K-5 for WECSD compared to benchmarks currently in use for which there are standardized measures (MAP) identified by the two participating school districts. b) Lower retention rate in 3rd grade as a percent of the 3rd grade cohort not promoted to 4th grade. c) Greater positive perceptions participating students have related to various dimensions of their respective school environments measured by focus group interview items informed by the Conditions for Learning survey administered to all CMSD students three times per year.

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.

"[...] When pursued consistently throughout a child's development, parental engagement could amount to the equivalent of an additional two to three years' schooling for a child, adding massively to their overall achievement." (The National Conversation, March 10, 2014). Unfortunately, Hattie also identified that "Some parents know how to speak the language of schooling and thus provide an advantage for their children during the school years; while others do not know this language, which can be a major barrier to the home contributing to achievement (Hattie, 2009, p. 71). Since teachers have limited opportunities to collaborate with parents, deliberately addressing the need to build capacity by training teachers and parents on how to work together represents the way to promote significant student achievement gains via this project. Currently, our society understands education as primarily the responsibility of our schools. Until we accurately represent education as an opportunity for students to learn and correctly align the roles of all stakeholders play to educate them, our students will not flourish. The Dual Capacity Framework for Family-School Partnerships and by the University of Chicago Consortium on Chicago School Research represents leadership as the driving force for change. To be successful, this initiative will require a unified effort. Both CMSD and WECSD superintendents are firmly committed to this initiative and have made their Board of Education aware of this project. The president of the teacher unions in both districts also understand and fully support this initiative. Moreover, the ESC Treasurer approves the grant budget prior to submission to the Ohio Department of Education. Since APTT focuses on academic skills selected by teachers based on their in-depth knowledge of students, the support systems built around the practice relate to teacher awareness and emerging skill set when working with parents as adult learners. Additionally, non-cognitive variables that support learning

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

literature.

Last year, through the Straight A Fund grant, the Parma City School District (PCSD) implemented the Empowering Parents initiative which included an open house/kindergarten orientation parent presentation, the APTT model introduction, the development of non-cognitive factors student evaluation, and a series of related parent book discussions. APTT was implemented in 8 elementary buildings to varying degrees. Buildings with a greater number of teachers involved in the project had higher APTT meeting parent attendance. Feedback from parents was generally positive but offered significant recommendations for improving the practice. They indicated that they really didn't have an accurate understanding of what students were expected to know until they saw their child's foundational skills data and they could compare it to class and grade level rates. Many parents were surprised to find out that their children weren't doing as well as they thought, and they were glad to be provided with strategies to use at home to help their child succeed. One parent requested grade- and state-level performance comparisons. Another parent suggested providing parents, at the beginning of the year, with a list of grade level skills students needed to master by the end of the year, similar to a course syllabus. Several other parents wanted more than academic feedback, so that they would know how their children were behaving and whether or not they were able to complete work in class. Most parents indicated that they liked meeting together as a class and that they valued the recommendations mentioned by other parents to address student needs. Other comments regarding the APTT practice included requests for all parents to attend, suggestions for take-home strategies to become part of homework assignment, requests for more strategies they can use at home, and assistance with math homework. The kindergarten orientation/open house parent presentation component of the initiative was shared with the principals but not in time for them to implement. This has been identified as a critical component in this proposal. The book discussion series held in Parma did not yield the results as intended, and it appeared to confuse the few parents who attended the sessions. For that reason, this component will not be included in this proposal. Although the CMSD parents only had the opportunity to attend one APTT meeting as part of a pilot, they provided similar feedback on a brief survey. Most parents recommended holding more APTT meetings so that they could help their child learn at home better. As in Parma, the CMSD parents appreciated reviewing the foundational skill data, learning the strategies to use at home, and requested additional time to meet with their child's teacher. Based on requests from parents and the national focus on the importance of non-cognitive skills, we have decided to continue our efforts to share information with parents regarding these important factors. While CMSD uses the Social & Emotional Learning Core Competencies proposed by the Collaborative for Academic, Social, and Emotional Learning (CASEL), the nation's leading organization advancing the development of academic, social and emotional competence for all students (www.casel.org), for the purposes of this project we intend to allow teachers in both districts to identify, while working collaboratively with parents, the particular non-cognitive attributes supportive of enhanced student learning. To that end, CMSD and WECSO teachers will be presented with a variety of such skills, ranging from critical thinking to problem solving to emotional health, social skills, work ethic, and community responsibility (Garcia, 2014). In an attempt to approach these non-cognitive variables in a developmental fashion, teachers and parents will identify which sets to focus on as supportive of particular academic skills discussed during APTT meetings.

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 indicators of student achievement that will assist in measuring progress toward project goals include student performance in district-specific tests included in state report cards, course grades, attendance, and student retention rates. Parent-teacher collaboration on particular academic and non-cognitive skills will focus on indicators related to frequency of APPT meetings, survey and focus group interview data intended to provide qualitative information to inform project evaluation.

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

Student achievement will be measured using students' performance on the reading, language usage, and math sections of the Measure of Academic Progress (MAP) test of the Northwest Evaluation Association (NWEA) and students' average grades across all academic courses. Retention in 3rd grade will be calculated as a percent of the 3rd grade cohort that is not promoted to 4th grade. Student engagement will be measured using data on student attendance and discipline. Support and expectations for student learning will be measured by a project-designed focus group interview to be used by both districts based on the Conditions for Learning instrument in place in CMSD. Students, parents, and teachers will be administered the instrument in sync with the formal implementation of the CFL instrument in CMSD.

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

This proposal is designed to include opportunities to evaluate achievement outcomes and stakeholder feedback to support the development of our parents' capacity to support their child's education. We will review any relevant project data or reports during district meetings to discuss the Third Grade Guarantee, Family and Community Engagement, Early Childhood Education, Title 1 Services, and Curriculum and Instruction. We will revisit the HFRP Logic Model frequently to determine district level implementation progress, individual building progress, newly identified needs, and possible revisions and refinements to the proposed plan. If parents are not consistently working with their children with the APTT practice, achievement will not improve and parents will be less likely to attend future meetings. We need to continually consider efficient ways schools can address the need to support parents' efforts to interact differently with their children at home. Introducing parents to the practice is not enough. If parents are to develop different habits, they need to be encouraged, reminded, and monitored. Parents themselves acknowledged the difficulties of including these activities as part of their day and felt that if these activities became part of their child's homework assignment they would be more likely to do them. Once the end-of-the-year student achievement data is available, the outcomes will be shared with parents during the Open House/Kindergarten Orientation the following year to update parents on the progress made or not made based on this work. A brief parent survey will also be administered to parents at the conclusion of the parent presentation to collect parent feedback. Asking parents to reflect on the outcomes is critical. If schools are to improve, parents need to share the responsibility for student achievement. Parent information sessions will also be held upon parent request at both the building and district level.

■ 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 indicator 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.

This proposal includes significant efforts to assist other districts in Northeast Ohio by developing a comprehensive family engagement framework. Teachers, principals, and parents from these additional districts will be invited to join their counterparts from the districts participating in this project by attending quarterly meetings to learn about the APTT implementation. They will also learn about the other components of this initiative, including the resources created. Consortium members will be available to meet with individual districts to discuss how they can move forward with this work. Project updates will be released via a newsletter and made available to those who sign up to receive it. We will introduce and review the HFRP Family Engagement Logic Model during quarterly meetings and provide districts with a checklist based on this logic model to help them evaluate strategies already in place and determine the next steps in the development of a comprehensive plan to engage families. All of the resources created through this initiative, including the short parent video clips, the non-cognitive student evaluation checklist, the grade level foundational skill reference, exemplary APTT resources, and information and announcements regarding this initiative will be made available on the ESC website. Newly created resources will also be introduced during quarterly meetings as a way to capitalize on continuous parent feedback indicative of their greater involvement in working with teachers and their own children. This proposed initiative introduces an enormous shift in practice and requires a total change in mindset. Several other districts in the area are very interested in this proposal but have not yet been able to make the commitment. We hope that allowing them the opportunity to learn more about this project will provide them with the support they need to advocate for this

critical need in their home district.

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.

We have 3 districts in the area committed to this work. We would like to create enough interest in other districts to join this effort. The APTT practice in Parma, the proposed implementation in CMSD and Willoughby-Eastlake as a sustainable and comprehensive framework to engage families in supporting student learning have gained the attention of Maria Paredes, the APTT developer, and WestEd, the organization that represents the practice. Maria has made the commitment to this initiative as a consortium member. Her involvement will be critical to the successful implementation of this practice in CMSD and Willoughby Eastlake and to the regional effort to transform the way we work with families. We will depend on her expertise and experience in the field, as we move forward with this initiative. The shared resources plan for the APTT practice is not a new one. The Georgia Department of Education recognized the need to collect and make readily available APTT foundational skill take-home strategies and assessment materials for grade-level teachers to review and use when preparing for their APTT meetings. To save teachers time selecting materials and ensure the quality of these activities, we would like to create a resource bank of APTT take-home strategies for teachers to reference. Our experience with APTT has helped us identify criteria for selecting materials. The activities must encourage parent/student engagement, support the foundation skill selected, allow for monitoring and skill development measurement, provide practice for a minimum of 60 days, support the development of higher order thinking skills, and provide appropriate challenge for students at all skill levels. It is our hope that by sharing the information and resources related to this project with other districts they will become more comfortable, and therefore, more likely to take the steps necessary to make the transition to work with parents more authentically.

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.

The response to APTT around the country has been remarkable. Houston, New York City, Boston, and Washington D.C. are just some of the major cities around the country who have implemented this practice over the last few years. After offering a 10-school APTT pilot opportunity, the Georgia Department of Education has made the decision to make APTT training mandatory for all districts in the state. We would like to see similar efforts realized in our state. Ohio has only recently introduced APTT through the Straight A Fund grant in Parma. We would like to build momentum for this practice through this initiative to support other districts in taking the lead in this movement. Recently, Karen Mapp, Harvard Senior Education Lecturer and consultant on family engagement to the U.S. Department of Education made the statement, "you can't improve your schools without your families and community. Case closed." If we want to really improve school performance, we must change the way we work with families. According to the Partners in Education: A Dual Capacity-Building Framework for Family-School Partnership, "If effective cradle-to-career educational partnerships between home and school are to be implemented and sustained with fidelity, engagement initiatives must include a concerted focus on developing adult capacity, whether through pre- and in-service professional development for educators; academies, workshops, seminars, and workplace training for families; or as an integrated part of parent-teacher partnership activities." Sharing what we learn about this initiative with other districts will help them understand why this change is necessary and help them visualize what this change will should look like in their own district. Providing the resources needed to support the change in practice is critical. Teachers have a chance to look at sample take-home learning materials during APTT teacher training. However, teachers must select and prepare their own resources based on the foundational skills they select. Teachers in both PCSD and CMSD had to spend an inordinate amount of time searching for and selecting appropriate take-home activities for their parents. Sometimes, teachers found resources they wanted to use but couldn't because they didn't include all of the components they needed. Often times the teachers decided it was worth the extra time it would take to create the missing components but sometimes the time required wasn't worth the effort. We will gather the best resources available and make them available for teachers to consider using.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

- Project-created Web page traffic will provide us with information regarding interest in the project, resources and updates. - Quarterly meeting attendance by districts not involved in the initiative will be monitored. - Feedback from quarterly meeting attendees to ensure we provide the information they need to move this project forward in their own district. - Development of new strategies to engage families defined by HFRP Logic Model by other districts in Northeast Ohio that participate in quarterly meetings.

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.

- Project-created Web page visitor counter data will provide us with information regarding interest in the project, resources and updates. - Quarterly meeting increasing attendance by districts not involved in the initiative will be monitored. - Feedback from quarterly meeting attendees to ensure we provide the information they need to move this project forward in their own district, leading to actionable items from the project team to expand the practice. - Sustainable development of new strategies to engage families defined by HFRP Logic Model by other districts in Northeast Ohio that participate in quarterly meetings.

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

If attendance at our quarterly meetings by outside districts is low, we will develop an outreach plan to encourage participation. We will share information about the initiative during meetings held at the ESC to encourage district attendance. We will also include articles about the project in the ESC publication and submit proposals to the Battelle for Kids Connect for Success and the OAASFEP conference. Additionally, APTT quarterly meetings will inform existing infrastructure and executive capacity in both participating districts by elevating the need to recalibrate involvement in the project based on formative analyses of data collected.

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

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.

4,629,897.40 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.

The project budget includes the following line items: a) ESC of Cuyahoga County (consortium member and fiscal officer) - operational expenditures as personal services: i. Michele Wargo (PI): \$238,037. ii. Nadine Grimm, project facilitator: \$51,427. Operational expenditures as purchased services for: i. Karen Rhode, consultant: = \$22,000. ii. Joy Hollo, consultant: = \$31,500. iii. Karen Hronek, consultant: \$31,500. iv. Kent State University, as follows: - Bradley Morris, consultant: \$19,556.59 - Graduate assistants: \$81,421.14 - Travel to the school sites: \$1,840 Total ESC direct costs: \$477,281.73 (a 2.8% administrative fee is added to the ESC direct costs, bringing its total to \$490,645.61) b) Cleveland State University (consortium member) - individuals associated with operational expenditures as purchased services: i. Marius Boboc (co-PI): \$69,227. ii. Grace Huang (co-PI): \$98,599 iii. Adam Voight (evaluator): \$47,441 Operational expenditures as purchased services for: i. Consultants (nationally-recognized content area experts: \$10,000. ii. Research assistants focused on generating the foundation for the resources developed by this project for both participating districts: \$98,043. NOTE: CSU's in-kind contribution associated with stipends for the graduate assistants \$74,176. iii. Project-specific resource development/production (video clips demonstrating research-based effective practices): \$48,000. iv. Project-specific Web site development, management, and hosting: 1 coordinator Year 1 (\$16,873.20) & 1 coordinator Year 2 (\$17,019.20); total = \$33,892.40. NOTE: CSU's in-kind contribution for this budget line item is \$34,443. Total CSU direct costs: \$371,310. NOTE: A reduced indirect cost rate of 10% is applied, bringing its total to \$408,441. c) WestEd (consortium member) - operational expenditures as purchased services for: i. Trainers/consultants: APTT team training (\$1,100,000) for teachers in 20 schools in CMSD and 6 schools in WECSO Year 1 & APTT team training (\$1,100,000) for 40 schools in CMSD and 6 schools in WECSO Year 2; total = \$2,200,000. Total WestEd: \$2,200,000. d) CMSD (consortium member) - operational expenditures as purchased services for: i. Substitute teachers: APTT training: \$626,616. APTT quarterly meetings: \$34,812. Adult Learning/Non-cognitive characteristics training: \$29,010. ii. Supplies: \$96,000. iii. Travel: \$20,000. Total CMSD: \$806,438. e) WECSO (consortium member) - operational expenditures as purchased services for: i. Substitute teachers: APTT training: \$280,800. APTT quarterly meetings: \$4,320. Adult learning/Non-cognitive characteristics training: \$9,000. ii. Teacher stipends: APTT planning: \$266,672. iii. Supplies: \$139,648. iv. Travel: \$10,000 Total WECSO: \$710,440. f) Parma CSD (consortium member) - operational expenditures as purchased services for: i. Substitute teachers: APTT quarterly meetings: \$13,932.80. Total Parma CSD: \$13,932.80. TOTAL REQUESTED: \$4,629,897.40 NOTE: Additional information related to the breakdown of budget line items are included in a separate document attached to the application.

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.

This grant proposal requests funds needed to replace the traditional parent-teacher conferencing model with a one that has garnered national

prominence, designed to extend the learning community to include parents with the intention of providing them with the information and training they need to more effectively support learning at home. The funds required to implement this initiative relate to providing professional development/training to teachers in 46 school buildings over 2 years, project-specific resources intended to be used by both participating districts, and evaluation expenses. Material costs are limited to take-home learning materials. After year two, CMSD will have the capacity to access the designated family resource funds amounting to \$8.00 for each child at the building level. We have provided Willoughby-Eastlake the supplemental money need for supplies for a total of 5 years. New teacher orientation training after year two will be provided at no additional cost by the staff responsible for implementing the APTT model through the "train the trainer model." Any ongoing, district-level APTT training offered by the district will become part of the district professional development budget.

100 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.

N/A

10 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.

N/A

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 Range Spring 2014-November 2015

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

Completed Work to Date - Spring 2014 to Present Parma Straight A Fund Empowering Parents Initiative CMSD Pilot APTT Program - 4 Elementary Buildings - Feb. 5, 2015: ESC of Cuyahoga County presentation - Introduce the Parma Straight A Fund Initiative to other districts in the area - Feb. 17, 2015: ESC Curriculum Directors Talk Network presentation - March 19, 2015: OAASFEP Straight A Fund Initiative Presentation - June 11, 2015: CMSD Summer Principal Institute Presentation - June 16, 2015: Battelle for Kids Connect for Success Conference Presentation - July, 2015: CMSD Blue Institute Keynote Speaker APTT Introduction - Maria Paredes; keynote speaker Dr. Karen Mapp introduces the Dual Capacity Framework to CMSD - August, 2015: Present Pilot Implementation of APTT; CMSD Pilot Building Leadership Team Training - October 7, 2015: CMSD APTT Grade Level Planning - October 14, 2015: ESCC Straight A Fund Initiative Invitation Meeting - October 19, 2015: Send out district requirement for Straight A Fund Initiative - October 20 2015: Straight A Fund Application Workshop Cuyahoga Valley Career Center - October 29, 2015: CMSD holds APTT Meeting #1 - November 2, 2015: CMSD & Willoughby-Eastlake Straight A Fund Initial Planning Meeting (overview of the work) - November 7, 2015: CMSD Planning Meeting - November 16, 2015: Straight A Fund (Consortium Member Meeting: ESCC, CSU, CMSD, Willoughby-Eastlake, and WestEd) - November 20, 2015: CSU conference call with KSU to discuss the development of the parent modules and short parent video clips - November 23, 2015: Fiscal Grant Review Meeting - ESCCC - First consortium member meeting scheduled immediately after the grant award announcement.

22. Implementation (grant funded start-up activities)

a. Date Range February 2016-June 2018

b. Scope of activities - include all specific completion benchmarks

February/March 2016 - Meeting with Consortium Members (Review the work, Straight A Fund Evaluation Project Artifacts, Refine the Project Timeline/Overview of the Work and the Communication Plan) - CMSD selects 20 schools for initiative through a competitive process - CMSD monthly (FACE and Third Grade Guarantee/APTT Meetings) begin - Work begins on the short parent video clips - CSU will also establish ODE Grade Level Foundational Skill fluency rates for reading and math - Administrator Training - Building Awareness and Readiness for the APTT implementation April/May 2016 - Straight A Fund Quarterly Meeting - PCS, CMSD, WECS, only - APTT Administrator Training - Parent Survey created and distributed in both districts - Principal Training - Kindergarten Orientation and Open House Presentation Session June/July 2016 - Continue creating parent videos - Collect APTT take-home resources August/September 2016 - Open House and Kindergarten Orientation Presentations - 2 Day APTT initial teacher training - Parents receive grade level foundational skill rates - APTT teacher meeting planning sessions both districts and preparation day - APTT Meeting #1 WECS (Other district invited to attend meetings) including Family Engagement Leadership Team (Parent meeting reflection survey administered) - Individual Parent-Teacher Conference begin - Quarterly Meeting Held at the ESC - extend an invitation to other districts to attend October 2016 APTT Meeting #1 held in CMSD November/December 2016 PD Working with Adult Learners and Non-Cognitive Factors - Quarterly meeting held at the ESC January/February 2017 - APTT Meeting #2 teacher planning session, material preparation day and parent/teacher meetings take place - Quarterly meeting held at ESC March/April 2017 APTT Meeting #3 teacher planning session, material preparation day and parent/teacher meetings take place May 2017 Parent focus group held in each building in both districts. - Quarterly m

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

a. Date Range August 2018-June 2021

b. Scope of activities - include all specific completion benchmarks

Both districts will conduct a calibration process by which to determine how to continue making the APTT practice a common practice. Once it becomes prevalent in the participating school districts, targeted student performance will improve as a result of closer collaboration between teachers and parents, and of increased parental engagement in the education of their children. Consequently, school districts will have ample opportunity to evaluate how to sustain APTT based, in part, on the project-specific resources developed in years one and two. - August 2018 New Cohort of 10 Buildings and new teachers receive APTT training APTT Evaluations Released and Shared with the Public (District Publication/BOE Meeting) Districts' APTT webpage continues to develop (CMSD created September, 2015) Monthly Updates released Revised Open House/Kindergarten Readiness Presentation - Student Achievement Gains Shared APTT Schedule Released - Grade Level Foundational Skill Rates Provided to Parents - September/October 2018 APTT Teacher Planning and Meeting #1 Held New School Parent reflection survey administered Video Resource bank is complete and included in APTT Presentations ESC continues to add Exemplary Resources to Webpage Monthly Administrator meetings held include APTT - November/December 2018 Individual Parent Teacher Conferences are held including Non-cognitive Factor Student Evaluation Mid-meeting student performance letters go out to parents encouraging participation - January/February 2019 APTT Teacher Planning and Meeting #2 Held Individual conferences are held as needed - March/April 2019 APTT Teacher Planning and Meeting #3 Held Individual conferences held as needed - May 2019 Parent Focus Group are held in each building - June/July 2019 Revisions to the practice made over the summer to prepare for upcoming year Cycle begins again for 2019-2020 and 2020 - 2021 school year - Both participating districts will continue developing their APTT Webpages for parents a

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:

"If the public schools could somehow re-establish a "true partnership" with the families of their students, they could tap the 'greatest lever' available for spurring children's growth and development" (Zigler, 1990). In December 2010, the Harvard Family Research Project released the paper "Beyond Random Acts Family, School, and Community Engagement as an Integral Part of Education Reform," which identified the need to create an integrated approach to family engagement and referred to this idea as an "innovative strategy in education reform." The APTT practice is referenced in that paper as one of the most innovative family engagement models in the country. Teachers benefit from involvement with this model and parents express a deep sense of gratitude and commitment and are often eager to initiate individual student meetings with teachers after attending the initial APTT meeting. Teachers find that students come prepared to school not only by completing their homework, but also studying the material. This lightens the workload for the teacher, while providing them with more time to prepare for instruction rather than intervention. For these reasons, APTT teacher involvement increases dramatically once the teachers witness the success of this model. We currently understand that the primary responsibility for educating our students lies with schools. It is only when we accurately represent education as an opportunity that we support our parents' role to educate their children, which is then the overall achievement outcomes will improve in the U.S. This project represents a total shift in practice and one that requires an entirely different mindset. Through this initiative, we will capitalize on parents' active involvement in academic progress expected to lead to increased student achievement. This proposed parent engagement model influences learning behaviors at home, while aligning the responsibilities for learning more appropriately by requiring parents to set and monitor progress towards meeting the 60-day math and reading achievement goals for their child. We expect that both the quality and quantity of the interactions between parents and teachers to improve student achievement as it has in other districts using the APTT model around the country. This systemic, teacher-led, student performance-focused approach to family involvement strategically links families to schools by providing them with information about grade level academic achievement expectations, access to whole class and individual achievement data, expert facilitation to encourage parents to set realistic short term academic goals, training for employing specific learning strategies at home to support learning at school, and a comprehensive

review of the students non-cognitive skill development. This model encourages academic performance-focused discussions and regular authentic interactions between teachers and parents. Although we have focused our attention on the early grades in this project, we fully expect this innovative PTC practice to extend to other grade levels and impact districtwide student achievement. Through involvement with this parent engagement model, parents will also become more informed consumers of education and develop the skills needed to help their children take full advantage of the educational opportunities afforded them.

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:

Dr. Adam Voight will serve as the external evaluator of the proposed project. Dr. Voight is the Associate Director of the Center for Urban Education and Assistant Professor of Curriculum and Foundations at Cleveland State University. Dr. Voight has an extensive record of accomplishments in educational research and evaluation. He instructs graduate-level educational research courses at Cleveland State University and has published over a dozen refereed scientific articles related to education and school and district improvement. Dr. Voight has evaluated a number of federally funded grants, including the Safe and Supportive Schools (S3) program of the U.S. Department of Education in California, Louisiana, and South Carolina and the national Army Youth Programs in Your Neighborhood (AYPN) initiative of the U.S. Department of Defense. He has also evaluated many federal- and state-funded grants to local education agencies, including the School Climate Transformation Grant of the U.S. Department of Educa

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.

Project evaluation include process and outcome evaluations serving formative and summative purposes. A descriptive approach will be used to assess APTT program outputs. Data include APTT training logs, orientations, and parent-teacher meetings, average APTT meeting quality scored by a third-party observer, average parent and teacher survey scores reflecting perception of APTT implementation. Analyses involve descriptive statistics - total number of trainings, orientations, parent-teacher meetings/school & per parent/student, the mean meeting quality score and teacher rating. Outcome evaluation uses a quasi-experimental design to assess the impact of APTT on student achievement and the degree to which students receive adequate support. Quantitative data come from participating districts' administrative records - student MAP reading, language use, and math test scores, average course grades, retention in 3rd grade, attendance, and discipline. For the CMSD sample, data will also derive from the districts' CFL survey, which includes a "challenge" and "support" scale score/ student. Each indicator measured in spring 2017 serves as outcome in separate analytic models. The outcomes for students that participate in the APTT program will be compared to the outcomes among same-district students that do not participate. Because the two groups may not be equivalent in ways that may influence the outcomes, a propensity-score matching (PSM) procedure will be used to ensure that comparisons are made between students with similar scores on the outcome at baseline and with similar demographics. There are two steps: (1) estimating logistic regression models with student participation in APTT as the outcome and covariates for students' spring 2016 scores on the outcome, race, disability, poverty, gender, grade, and school; and (2) matching each APTT student participant with a non-participant who has the most similar propensity for having participated in APTT. The impact of the program on parents' perceptions of the school will further be assessed through parent focus groups, and these data will be analyzed using an iterative qualitative coding procedure to identify themes. Additional analyses will be conducted to contextualize the effect, if any, of APTT. First, the PSM analyses will be re-run for student subgroups (grade levels, gender, race/ethnicity) with Benjamini-Hochberg corrections of the statistical significance of effects for multiple comparisons. Second, moderation analyses will be performed to determine if-among APTT participants-there is a stronger effect for students whose parents participate in more parent-teacher meetings and who attend schools where teachers have a more positive regard for APTT. Third, both districts administer the MAP assessment, while CMSD administers the CFL survey, and the evaluation will take advantage of these multiple measurement points to examine if there are cumulative effects of sustaining parent participation in APTT over the course of the school year. These latter analyses will rely on a series of latent growth curve models wherein individual measurement points of the MAP or CFL subject areas/scale scores are treated as the outcome variable, and parent APTT participation is modeled as a time-varying covariate with controls included for student demographics. A year-end report of APTT progress and impact will be completed in August, 2017. Results will be disseminated to all district schools and shared with staff at staff meetings. A meeting at each district will further be planned for fall 2017 to share results with interested parents. Finally, the evaluation results will be shared at the annual fall conference of the Ohio Education Research Center in Columbus, which is attended by Ohio educators, administrators, policymakers, and researchers. A final project evaluation report will be completed in August 2018, following the end of the second year of state funding.

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.

This project has universal application as it can be implemented by other districts as described in this proposal. The main component of this project is to transform the parent-teacher conferencing practices by introducing the APTT model. It has been implemented in 250 schools in 16 states and Washington, D.C., and was introduced in Ohio through the Straight A Fund last year. The practice was originally designed to help parents help their children's path to a college education. Families would benefit from by being provided specific academically-focused feedback to help their children reach their full potential. College educated parents may have a better idea of how to maneuver through the

educational system but that does not guarantee that their children will not struggle academically or need assistance developing important non-cognitive skills, attributes, and behaviors. Currently, routine parent-teacher conferences are one of the most frequently used and institutionalized method of parent-teacher communication (Hanhan, 1998). However, they have not been shown to be effective (Minke & Anderson, 2003). Conferences tend to be ritualized, thus allowing both parents and teachers to demonstrate their commitment to the child's education. Also, they tend to "smooth over problems, limit honest dialogue, and inhibit future connections" (Swap, 1993, p.21). Therefore, we would like to extend this plan to both middle and high school. We want to define clearly parental roles and greater involvement so that students could meet the demands of academic rigor successful transition to college and/or career. We hope to encourage other districts in the area to improve the quality of their interactions with parents as a way to improve student achievement by developing a districtwide family engagement framework. We will host quarterly consortium meetings at ESC of Cuyahoga County and invite other district to engage in dialogue with representatives from CMSD, Willoughby-Eastlake and the Parma City School District to learn about the APTT practice, share resources and answer questions about implementation, stakeholder feedback and where the work goes from there. The resources created through this grant will be available on the ESCCC website. Districts may also visit CMSD or Willoughby-Eastlake and meet with administration, teachers and parents. Currently, teacher preparation in College of Education and Human Services at CSU is launching a new model that involves intensive and extensive clinical, field-based experiences and training. As soon as students enter the program, they will be placed in schools. Every semester, CSU will place more than 300 students in preK - 12 schools in the Northeast Ohio region. This new model requires closer, stronger, and long-term partnership between CSU and different school districts, including urban, suburban, and rural settings. The goal of this family engagement initiative is to form a dissemination center in an effort to gain national recognition and become an exemplary model for the country. Therefore, we will submit proposals to present at the National Family & Community Engagement Conference and the Annual Council of the Great City Schools Conference, both scheduled to be held in Cleveland in 2017. Moreover, we will accommodate requests to present information about this new model as well. The partners from Cleveland State University will present at prominent international conferences related to teacher education (American Association of Colleges of Teacher Education) and educational research (American Educational Research Association).

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

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

I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances. Jennifer Dodd

Consortium

ESC of Cuyahoga County (046532) - Cuyahoga County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
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Tracy	Hill	216-838-0331	Tracy.Hill@clevelandmetroschools.org	Cleveland Municipal	043786	1111 Superior Ave E, Cleveland, OH, 44114-2522	
Alison	Ciferno	440-283-2227	Alison.Ciferno@weschools.org	Willoughby-Eastlake City	045104	37047 Ridge Rd, Willoughby, OH, 44094-4130	

Partnerships

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Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Marius	Boboc	216-687-4581	m.boboc@csuohio.edu	Cleveland State University		Department of Curriculum and Foundations, 2121 Euclid Ave., JH378, Cleveland, Ohio, 44115-2214	
Grace	Huang	216-523-7118	g.huang@csuohio.edu	Cleveland State University		Department of Teacher Education, 2121 Euclid Ave., JH329, Cleveland, Ohio, 44115-2214	
Maria	Paredes	480-823-9425	mparede@wested.org	WestEd		2020 N. Central Ave., Suite 510, Phoenix, AZ, 85004-4598	
Adam	Voight	216-687-5437	a.voight@csuohio.edu	Center for Urban Education		Cleveland State University, 2121 Euclid Ave., JH 377, Cleveland, OH, 44115-2214	

Implementation Team

ESC of Cuyahoga County (046532) - Cuyahoga County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Adam	Voight	Associate Director of the Center for Urban Education and Assistant Professor of Curriculum and Foundations, Cleveland State University	Adam will serve as external evaluator for this initiative. Adam has worked with project stakeholders to design an evaluation that will assess the implementation and impact of the APTT model in CMSD and Willoughby-Eastlake School District. The results of the evaluation will serve summative purposes for assessing the effectiveness of the project as well as formative purposes to guide the continuous improvement of the project. Adam will facilitate data-sharing agreements with the two participating school districts to access data necessary for the project evaluation, and he will build and manage a database for the project. Adam will also facilitate qualitative data collection for the project in the form of focus group interviews with stakeholders. Adam will analyze all project data per the evaluation design included in the project proposal, and he will write a technical evaluation report summarizing the	B.A., Psychology, University of Michigan-Ann Arbor M.A., Counseling, Michigan State University Ph.D., Community Research and Action, Vanderbilt University Licensure: Guidance Counselor	Adam Voight has an extensive record of accomplishments in educational research and evaluation. He instructs graduate-level educational research courses at Cleveland State University and has published over a dozen refereed scientific articles related to education and school and district improvement. Adam has evaluated a number of federally funded grants, including the Safe and Supportive Schools (S3) program of the U.S. Department of Education in California, Louisiana, and South Carolina and the national Army Youth Programs in Your Neighborhood (AYPN) initiative of the U.S. Department of Defense. He has also evaluated many federal- and state-funded grants to local education agencies, including the School Climate Transformation Grant of the U.S. Department of Education in Hemet (CA) Unified School District and the Straight A Fund grant of the Ohio Department of Education in Cleveland Heights-University Heights City Schools.	B.A., Psychology, University of Michigan-Ann Arbor M.A., Counseling, Michigan State University Ph.D., Community Research and Action, Vanderb	18	

			results of the analyses. Adam will share the findings from the report at meetings of project stakeholders.					
Marius	Boboc	Professor and Chair, Department of Curriculum and Foundations, College of Education and Human Services, Cleveland State University	Marius will serve as co-principal investigator of the APTT project in CMSD and WECSO. He has worked on the previous implementation of the practice in Parma City School District as external evaluator. He will work closely with Michele Wargo and Grace Huang, principal investigator and co-principal investigator, respectively, to provide support for the full range of family engagement activities included in the project. He will also contribute directly to the development of supplemental materials related to teachers working with parents as adult learners. He will coordinate the development of all project-related resources at CSU.	Marius is Professor of Education and Chair of the Department of Curriculum and Foundations in the College of Education and Human Services at Cleveland State University. Marius earned his M.A. in Teacher Leadership from Roosevelt University in Chicago, and his Ed.D. in Curriculum and Instruction from the University of Northern Iowa in Cedar Falls. His work experience includes being the director of the Office of Student Learning Assessment at Cleveland State University from 2008 to 2012. During that time, he was able to co-chair the Self Study and NCA/HLC site visit for re-accreditation. Part of his responsibilities, he was involved in General Education program evaluation. Additionally, he has been a peer reviewer for NCA/HLC and Quality Matters for about 7 years.	His teaching load includes undergraduate and graduate courses in general methods of teaching, curriculum theory, student assessment, classroom management, and international/comparative education. His research interests relate to online instruction (ranging from design to implementation to evaluation), assessment and accreditation in higher education, postmodern education, and teacher preparation reform. His research has been published in books by Sage Publications and Cengage Learning, book chapters by Information Age Publishing and ICI Global, journal articles in Brock Education Journal, TechTrends, International Journal of Learning and Development, International Journal of Education, Journal of Engaged Learning, Academic Exchange Quarterly, Electronic Journal of eLearning, Science Scope, and the Journal of Technology and Teacher Education, as well as book reviews by Teachers College Record. Research currently under contract by Sense Publishers focuses on the use of assessment data to inform curriculum development in higher education, as well as postmodernism in education, both representing books expected to be published late in 2015. To date, Marius has also presented at over 26 international and national professional conferences ranging from the American Educational Research Association to the Association for the	B.A, Accounting, Academy of Economic Studies, Bucharest, Romania B.A., English, Ovidius University, Constanta, Romania M.A., Teacher Leade	18	

					Advancement of Computers in Education to the Association for Institutional Research, to name just a few.			
Grace	Huang	Associate Professor, Early Childhood Education Program, Department of Teacher Education, Cleveland State University.	Grace will serve as the co-principle investigator of this project. She will co-facilitate the development and implementation of this Straight A Fund family engagement initiative. Grace will provide support for family engagement activities (ie. parent-teacher conferences and open house) at both CMSD and the Willoughby-Eastlake City School District to ensure the successful implementation. Grace will involve in developing professional development programs for families and teachers. Grace will also facilitate the development of building family resources, including videos, websites, and learning-related resources that are necessary to support families and their children's learning and development.	B.A., Psychology, Chung-Yuan University, Taiwan M.A., Early Childhood Education, University of Minnesota Ph.D., Early Childhood Family Education, University of Minnesota	Dr. Grace Huang is an Associate Professor in the Department of Teacher Education, Cleveland State University. Dr. Huang teaches courses at the undergraduate and graduate levels including collaborations with families and professionals in early childhood settings, foundations of early childhood education, curriculum development, and child development. Dr. Huang served as the Co-Principle Investigator of Project LEAPS (Literacy Enrichment and Achievement for Preschool Success), funded by Early Reading First, U.S. Department of Education. Collaborated with three Head Start centers, this \$3 million dollar federal-funded grant prepared preschoolers for kindergarten success through working with families (family literacy program), teachers (professional development), and creating literacy rich learning environment. Her research interests focus on the family engagement, early childhood family education, as well as on parenting and its association with children's academic performance. Dr. Huang has presented at over 30 professional conferences and is author or co-author of 20 scholarly writings.	B.A., Psychology, Chung-Yuan University, Taiwan M.A., Early Childhood Education, University of Minnesota Ph.D., Early Childhood Family Educa	33	
Alison	Ciferno	Willoughby-Eastlake City Schools, Coordinator of K-12 Literacy, Title 1 and Gifted Services	Laurel and Alison will serve as the Willoughby-Eastlake project co-managers for this initiative and will provide on-site support to Willoughby-Eastlake City School District staff and families to ensure the	B.A. Elementary Education and Gifted Education from Kent State University M.Ed. Curriculum and Instruction from Ashland University Licensure: Elementary (1-8) Gifted Intervention	Alison Ciferno has twenty-three years of elementary teaching experience working as a gifted intervention specialist/classroom teacher in a self-contained gifted program. Alison has served as the Gifted Coordinator for Willoughby-Eastlake City Schools for six years and as the Title 1 and K-12	B.A. Elementary Education and Gifted Education from Kent State University M.Ed. Curriculum and Instruction from Ashland University	50	

			<p>implementation of this project. Laurel and Alison will help facilitate the development of APTT and its implementation in the district's elementary schools, along with the building administrators. Laurel and Alison will organize training sessions, planning sessions and professional development meetings at the district and school level. This initiative will include the development of parent resources and materials, including videos, take home learning strategies, grade-level foundational skill resources and related presentations. Community outreach will include partnerships with supporting agencies such as the public libraries, the development of marketing materials and the promotion of APTT via social media. Laurel and Alison will also help facilitate the gathering of data and other reporting requirements per the Straight A Fund family engagement initiative as described in this application.</p>	Specialist (K-12)	<p>Literacy Coordinator for three years. Alison was instrumental in introducing the Schoolwide Gifted Cluster Model as a model for serving gifted students in all six elementary schools in the district. She also helped to develop and initiate accelerated ELA and math courses in the three middle schools. As the gifted coordinator, Alison oversees district wide professional development in differentiation, supports all teachers working with gifted students, and oversees state reporting and compliance. As the Title 1 coordinator, Alison manages the CCIP funding application and the planning tool. She also trains and supports the Title 1 teachers and principals. Alison manages state reporting as it relates to Title 1 service and also State Diagnostic testing and reporting. As the Literacy Coordinator, Alison is responsible for teacher training, development and implementation of Reading Improvement and Monitoring Plans, and ongoing support as new ELA adoptions have recently been implemented in K-12. She also is responsible for communicating with families in all matters related to literacy, including the Third Grade Reading Guarantee. Alison, along with the Curriculum Department, is responsible for planning and coordinating Summer Learning Camp.</p>			
Laurel	Ravida	Willoughby-Eastlake City Schools, Curriculum Coordinator	<p>Laurel and Alison will serve as the Willoughby-Eastlake project co-managers for this initiative and will provide on-</p>	B.A. Early Childhood Education from Mount Union College M.Ed. Educational Administration	<p>Laurel Ravida has six years of elementary teaching experience along with three years of assistant principal experience. Laurel instituted new</p>	B.A. Early Childhood Education from Mount Union College M.Ed. Educational Administration from John Carroll	50	

site support to Willoughby-Eastlake City School District staff and families to ensure the implementation of this project. Laurel and Alison will help facilitate the development of APTT and its implementation in the district's elementary schools, along with the building administrators. Laurel and Alison will organize training sessions, planning sessions and professional development meetings at the district and school level. This initiative will include the development of parent resources and materials, including videos, take home learning strategies, grade-level foundational skill resources and related presentations. Community outreach will include partnerships with supporting agencies such as the public libraries, the development of marketing materials and the promotion of APTT via social media. Laurel and Alison will also help facilitate the gathering of data and other reporting requirements per the Straight A Fund family engagement initiative as described in this application.

from John Carroll University
Licensure: PreK - 3 (Early Childhood Education)
Administrative License K-9

student/family initiatives such as inviting parents to present specialized knowledge or skills in the classroom. Laurel also created a parent webpage as a resource center for parents. Laurel is now in her second year as the Curriculum Coordinator for the Willoughby-Eastlake City School District. Laurel managed and supported the implementation of the Carol M. White Physical Education Grant for the district. Laurel serves as the Testing Coordinator for the district. Laurel also works with teachers to create pacing guides, common assessments, and SLOs. Laurel has organized professional development opportunities for the district.

University
Licensure:

Richaun	Bunton	CMSD Program Manager, FACE department	<p>Richaun will serve as a district support person to the project manager and others on the Straight A Fund implementation team. This is to ensure that the team has the necessary tools and resources to successfully implement the APTT model with fidelity throughout the identified schools. Richaun will work with the districts' central office staff, the consortium team members, the building principals, the APTT project manager consultants and the WestEd consultants to ensure the successful implementation of the APTT model. She will provide support and expertise in the areas of parent communication and outreach. She will help build awareness around the model and how it benefits the academic achievement of students, schools and its positive impact on parent engagement. This awareness will be, but not limited to, community outreach and/or education to community partners, school teams and or professional staff; creation of teacher-parent best practice training video; organization of professional development</p>	BA- Social Work, Cleveland State University MA- Social Work, Cleveland State University Licensure: State of Ohio Social Worker	<p>Richaun Bunton, currently serves as a support person to the WestEd and Project Manager consultants with implementing the APTT pilot program in CMSD. Richaun has provided support by way of marketing, parent outreach, Principal communication and teacher professional development programming during the APTT pilot implementation. Richaun serves as the Program Manager in the FACE department and is responsible for ensuring that all Title I schools within CMSD meet Federal guidelines and standards. She supervises a team that implements parent programming in all CMSD schools and provides professional development and training to CMSD staff. She also manages city/district-wide parent programming initiatives, such as Parent University.</p>	BA- Social Work, Cleveland State University MA- Social Work, Cleveland State University Licensure: State of Ohio Social Worker	100
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			trainings for individual school teams.					
Michele	Wargo	CMSD Project Consultant; APTT Pilot Program /Parma City Schools Gifted Coordinator; Straight A Fund Project Manager	Michele will serve as the project manager for this initiative and will provide on-site support to both CMSD and the Willoughby-Eastlake City School District to ensure the implementation of this project. Michele will assist the districts to establish the APTT model and provide support for training sessions, planning sessions and professional development at the district and school level. She will work with the districts' central office staff, the consortium team members, the building principals, the APTT Facilitator consultants and the WestEd consultants to ensure the successful implementation of the APTT model and serve as a consultant at individual parent-teacher conferences as requested. Cleveland State University will be developing parent resources, including videos, take home learning strategies, grade-level foundational skill resources and related presentations. Michele will be working closely with CSU to oversee the development of these resources.	B.A. Interior Design from Kent State University M.Ed. Curriculum and Instruction from Cleveland State University M.Ed. Gifted Education from Cleveland State University	Michele initiated and supported the implementation of the Straight A Fund Empowering Parents project in the Parma City School District and currently serves as a consultant for the Cleveland Metropolitan School District APTT pilot program.. Michele also serves as a Gifted Supervisor for the Educational Service Center of Cuyahoga County assigned to Parma. Prior to working on these two parent engagement efforts Michele conducted a series of workshops for PCSD parents on Helping Your Child Become College and Career Ready. Michele has presented to other parent groups, administrators, middle school and high school staff, and guidance counselors on The Development of Talent and Expertise and Supporting Academic Achievement in the Middle School and Beyond. Michele also served as the as Geauga County's Gifted Coordinator and the P-16 Family Engagement Chair. Through the P-16 Initiative, she facilitated the implementation of ACT's EXPLORE assessment in many of the districts in the county by consulting with administrators , training teachers to interpret student scores and conferencing with parents to discuss student results. Michele also served on the Ohio ACT Middle School Committee to establish a Middle School component for Ohio's ACT College and Career Readiness Conference	Licensure: PreK - 3 (Early Childhood Education) Administrative Specialist Licensure in Curriculum, Supervision, Instruction, and Staff	100	

She will be responsible for providing the district with model Kindergarten Orientation and Open-House parent presentation and providing professional development for the building principals to ensure they are properly prepared to deliver these presentations. Michele will work with the ESC Straight A Fund facilitator to create the project updates and announcements and create access to the resources created through this grant by Cleveland State University, Kent State University, CMSD and the Willoughby-Eastlake School District via the ESC website. Michele will also provide the participating districts with pertinent information regarding this initiative for distribution to their communities. Michele will share the responsibilities with the ESC Straight A Fund facilitator and the district contacts to gather and deliver the required grant evaluation components to the grant evaluator. Michele will co-facilitate the regional "Developing a District-wide Family Engagement Framework with District

			Stakeholders" quarter					
Nadine	Grimm	Coordinator of 21st Century Learning, Educational Service Center of Cuyahoga County	Nadine Grimm will serve as the Project Coordinator for this Straight A family engagement project. She is employed as a Coordinator of 21st Century Learning by the fiscal agent for this project, the Educational Service Center of Cuyahoga County. As requested by the Project Manager, she will plan, coordinate and facilitate meetings, communications, and program and budget management and reporting on behalf of the project partners. She will facilitate project information and quarterly meetings at the ESC facility or other meeting sites. She will facilitate communications with project leaders and among partners' staff at CMSD, CSU and Willoughby-Eastlake. She will write and distribute project communications via the ESC website, newsletters, email, and other media as appropriate. With the project manager and on behalf of the fiscal agent, the ESC of Cuyahoga County, she will manage and oversee the project budget, prepare requisitions and	Nadine is the Coordinator of 21st Century Learning for the Educational Service Center of Cuyahoga County. She manages multiple programs for the ESC funded by federal, state, and foundation sources. She coordinates new initiatives, partnership activities and global education programs for the ESC. She initiates and implements funded projects from planning phase and proposal writing to program implementation, budget management, program evaluation, and final budget and report writing. She writes for and edits the ESC newsletters, and participated as writer for the ESC accreditation process. She collaborates with external partners to create and collaborate on new programs and initiatives, curriculum development, and evaluation and assessment of programs, including several projects to develop high school writing centers. She participates as the ESC representative	Nadine Grimm is Coordinator of 21st Century Learning at the Educational Service Center of Cuyahoga County, where she administers numerous grant-funded projects, including former Race-to-the-Top sub-grants, High School-Higher Education Alignment, TeachOhio, U.S. Department of Education Teaching American History grants, Ohio Humanities Council Summer Teacher Institutes, and Jennings Foundation grants. She organizes professional development workshops on American history, global education and cultural competency topics, the arts, and multicultural literature and literacy. She collaborates with community and education colleagues on the Innovation Lab Network, Ohio GlobalEd Network, and on many other projects. Formerly, she was Director of Education at the Cleveland Council on World Affairs, and a Program Manager in the College of Arts and Sciences at Cleveland State University. She has been an adjunct faculty member in the Department of English at Cleveland State University, Kent State University, and Cuyahoga Community College.	M.A., English, Cleveland State University B.A., English, Cleveland State University	25	

			purchase orders, submit invoices for payment to the ESC treasurer's office, and provide budget reports on behalf of the project. She will coordinate and prepare reports for ODE in response to the grant requirements. She will conduct site visits to partner schools to coordinate implementation of tasks and reporting as required by the project manager and for ODE report requirements.	on the Higher Education Compact Partners Network in Northeast Ohio. With the ODE ILN coordinator, she coordinates the Innovation Lab Network (ILN) work statewide on behalf of the ESC.				
Maria	Paredes	Director of Family and Community Engagement at WestEd	Dr. Maria Paredes will serve as WestEd lead consultant on this initiative and will provide on-site training and support to CMSD and the Willoughby-Eastlake City School District on implementation of the Academic Parent Teacher Teams model of family engagement. Maria will assist the districts in planning for and establishing the APTT model and provide support for training sessions, planning sessions and professional development at the district and school levels. Maria will work with the districts' central office staff, the consortium team members, the building principals and classroom teachers to	Ed.D. Leadership and Innovation in Education from Arizona State University M.Ed. Curriculum and Instruction from Arizona State University B.A. Comparative Literature from University of Wisconsin-Madison	Dr. Paredes works as Director of Family and communityEngagement for the Comprehensive School Assistance Program at WestEd. Herexperience teaching college students, middle school students, and adults inBasic Education and English as a Second Language (ESL) during the first twelveyears of her carrier, gave definition to what has become her lifelong passion,family engagement in education. Paredes most recently served families and thecommunity for the Creighton Elementary School District in Arizona, first asCoordinator of Parent Programs for dual language and a few years later waspromoted to District Director of Community Education. At the district level,Paredes utilized her experience with research, curriculum, instruction,assessment, and her deep understanding of the community to create a modelfamily engagement in education system called Academic Parent-Teacher Teams(APTT), this highly structured approach to family engagement	Ed.D. Leadership and Innovation in Education from Arizona State University M.Ed. Curriculum and Instruction from Arizona State Univers	20	

			<p>ensure the successful implementation of the APTT model. Dr. Paredes will be responsible for assembling and deploying a team of expert APTT trainers and coaches that will support the school/district leaders and teachers with professional development and technical assistance during every step of the APTT implementation process. Maria will be a participating member of the Straight A Grant consortium as it manages and communicates progress and needs of participating schools/districts and their community. Lastly, Maria will support schools and districts as they scale-up and systematize this research and evidence-based practice to ensure its growth and sustainability.</p>		<p>produced remarkable results for students, parents, and teachers. The APTT system of family engagement has been recognized by the White House, Harvard Family Research Project, the U.S. Department of Education, Arizona State University, the National Education Association and The National Policy Forum for Family, School, and Community Engagement. Dr. Paredes has shifted the focus of family engagement from a school-centered model of random events and activities to a student-centered system focused on parent-teacher collaboration to drive student learning and performance. Paredes has worked in partnership with state agencies, foundations, schools districts, and educational agencies across 17 states to deliver training in family engagement to district administrators, principals, teachers, parent liaisons and families. Dr. Paredes is also a prominent and inspirational public speaker. She has been featured at the American Educational Research Association Conference, the National Title I Conference, The National Family Engagement Conference, and several state conferences.</p>			
Tracy	Hill	Executive Director of Family and Community Engagement, Cleveland Metropolitan School District	<p>Tracy Hill will provide central office administrative support from the office of Family and Community Engagement for schools implementing the APTT model. Tracy will supervise Program Manager (Richaun Bunton) and other FACE staff who will provide direct support to schools for the implementation of</p>	<p>B.A. African-American Studies, Oberlin College M.Ed. Severe Behavior Disorders, Kent State University Coursework in Educational Administration, Cleveland State University</p>	<p>Tracy Hill has served as the Executive Director of Family and Community Engagement for the Cleveland Metropolitan School District since August of 2010. One of her primary responsibilities is working with schools, community partners and stakeholders to develop programs that are aligned to district goals and build the capacity of parents/caregivers to support their children's academic achievement. Her staff works directly in schools to provide opportunities for parents/caregivers to be</p>	<p>B.A. African-American Studies, Oberlin College M.Ed. Severe Behavior Disorders, Kent State University Coursework in Educational Adm</p>	20	

APTT in targeted schools. Tracy will work with the division of Curriculum and Instruction to develop and provide resources and materials to schools for APTT meetings, as well as work with the Communications Department for marketing materials and outreach via social media, website and district mailings. Tracy will provide reports to the Chief Executive Officer (Eric Gordon) and the Board of Education on progress.

involved in school improvement. Prior to this position she served as the Coordinator of the Family School Connection Program at the Heights Parent Center in Cleveland Heights, Ohio and as Pupil Services Coordinator for Strongsville City Schools. A member of the Institute of Educational Leadership's District Leaders Network on Family and Community Engagement, she was recognized as one of 16 Leaders to Learn from by Education Week Magazine in 2014. In July of 2015 she participated in the White House Symposium on Transformative Family Engagement with Representatives from the White House, the U.S. Department of Education, the U.S. Department of Health and Human Services and the W.K. Kellogg Foundation to expand the conversation about family engagement as a major contributor to children's school readiness and success.

