Budget

Newark City (044453) - Licking County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (17)

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

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	22,950.00	2,463.30	0.00	9,323.04	0.00	0.00	34,736.34
Support Services	0.00	0.00	6,739.20	0.00	0.00	0.00	6,739.20
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	10,104.80	0.00	0.00	0.00	10,104.80
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	22,950.00	2,463.30	16,844.00	9,323.04	0.00	0.00	51,580.34
						Adjusted Allocation	0.00
						Remaining	-51,580.34

Application

Newark City (044453) - Licking County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (17)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Kick-Start to Kindergarten

2. Project Summary: Please limit your responses to no more than three sentences.
Increase readiness of pre-kindergarten students, and create a base of STEM to build on, through innovative instruction, curriculum, and pare

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				
30 Pre-K Special Education	30 K	1	2	3
4	5	6	7	8
9	10	11	12	

Year 1				
30 Pre-K Special Education	30 K	30 1	2	3
4	5	6	7	8
9	10	11	12	

Year 2				
30 Pre-K Special Education	30 K	30 1	30 2	3
4	5	6	7	8
9	10	11	12	

Year 3				
30 Pre-K Special Education	30 K	30 1	30 2	30 3
4	5	6	7	8
9	10	11	12	

Year 4				
30 Pre-K Special Education	30 K	30 1	30 2	30 3
30 4	5	6	7	8
9	10	11	12	

Year 5				
30 Pre-K Special Education	30 K	30 1	30 2	30 3
30 4	30 5	6	7	8

9	10	11	12

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

Many students beyond just those in the program may be impacted through the study. The professional development that the teachers receive on integrating STEM and literacy will encourage them to utilize these instructional tools with all of their students. Consequently, as the program expands through the grade levels many students will have opportunities to experience learning in innovative ways that they might not have experienced prior to the program. This program should also increase the number of economically disadvantaged students who will have an opportunity to participate in the new STEM, robotics, and engineering programs that are being implemented at the middle school and high school levels. The Ben Franklin students will have established a base for innovative thinking that integrates STEM. Rather than being intimidated by the opportunities for STEM learning at the middle and high schools they will be eager to continue their learning.

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

First and last name of contact for lead applicant
Tara Boyer

Organizational name of lead applicant
Newark City Schools

Address of lead applicant
621 Mount Vernon Road, Newark, Ohio 43055

Phone Number of lead applicant
740-670-7051

Email Address of lead applicant
tboyer@laca.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

Ben Franklin (BF) is a K-5 elementary in the Newark City School District in Licking County with a 90% economically disadvantaged population. Many Kindergarten students who arrive at BF are in need of extra support to develop comparable literacy skills to their peers. BF students could experience greater success in literacy if they arrived at school already familiar with,Ohio's Early Learning and Development Standards. Many of the parents are unsure of how to help their children to be better prepared for school. The students need to be exposed to the possibilities that STEM can open up for them. At this age many students believe that they can accomplish anything and be anyone they want to be when they grow up. BF staff would like an opportunity to give the students a taste of what STEM is, how it can be fun, and ultimately how it can enrich their lives. The percentage of K students entering BF Not on Track to pass the 3rd grade reading test has been growing. In the 2012-2013 school year 24% of the Kindergarten students arrived NoT. In the 2013-2014 school year 41% were NoT, in 2014-2015 45% were NoT, and in the 2015-2016 school year 78% arrived NoT. There has also been an increase in the percentage of students who have been

retained into K. At the end of the 2012-2013 school year 15% of K students were retained. At the end of the 2013-2014 school year 18% were retained while at the end of the 2014-2015 it was 21%. While there is a Head Start program in the county many of the BF parents cannot get their students to the location and they are wary of programs that are outside of their home school building. Ten BF students of the current 73 K class attended Head Start prior to entering BF this year. Six of the ten students tested as NoT. We believe that creating a program that is in the neighborhood, the parents' comfort zone, that is focused on the integration of literacy and STEM, and that will build a base on which to build success.

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

The primary objectives to accomplish is to create a summer program that will enable pre-K students ages 4 to 5 years old to enter K better prepared to flourish in school. Engagement in the summer literacy/STEM camp will help to improve students' literacy skills by increasing their: 1. encounters with modeling and support of reading comprehension, fluency, print concepts, phonological awareness, and letter and word recognition, 2. interest and enjoyment in communication, language, and literacy, 3. interest and awareness of STEM, and. 4. increased awareness and confidence of the adult in the home supporting the child's communication, language, and literacy.The four objectives that we hope to achieve are lofty goals. However, we believe that broadening and reinforcing the base that the students begin with in K is an important step in making sure that we can achieve these goals. How will our program help us to achieve our objectives?1. Parents in the neighborhood will be more willing to send their children to a program that is somewhere that they are familiar with, their neighborhood school, and where their children will ultimately be attending as students. Most of the families will be able to walk to the building so that the issue of transportation will not be a barrier to participation as it is for other pre-school programs in the county, 2. The program is set in the summer for three days a week of the five weeks prior to the beginning of school. The schedule will begin in July and end in August one week prior to the beginning of school. This schedule will allow families to still feel as if they have much of the summer free and help the students retain what they have learned because there will be little lag time between the end of the program and the beginning of the school year. This intensive intervention will help to increase the number of students who arrive at BF OnTrack for success on the 3rd grade reading assessment, 3.The program's curriculum will focus on the integration of literacy and STEM. This innovative integration will help to improve their readiness for school and literacy while also beginning to develop a respect for what they can do with STEM. To this end, we will utilize Ohio's Early Learning and Development Standards and STEM projects that are on the market and integrated with literacy, as well as, STEM units that will be created by the teacher, 4.We will include a parent/guardian component and will invite parents to volunteer during the summer camp. We will give parents/guardians ideas for how they can support their child's communication, language, and literacy by including a parent "teach" on the last camp day of each week, 5.We plan to create lessons that foster interest and enjoyment in literacy. We hope to include a school pathologist to help children with their verbal language, 6.It is understood that in order to impact student learning, the knowledge base of the teachers and the curriculum for the summer camp must be addressed. Professional development that focuses on pre-Kindergarten literacy instruction as well as emphasizing student engagement will be necessary. A curriculum that is focused on the Ohio Early Learning and Development Standards must be created with an eye to the needs of the Ben Franklin children. The focus of the curriculum will be integration of STEM and literacy to engage students and utilize their creativity. The teaching staff will receive training that is specific to STEM in the elementary classroom. NCS already has a full time elementary math/science coach who will participate in professional development in a "train the trainer" mode so that she can train teachers in subsequent years of the grant to ensure cost effectiveness,7. We will purchase curriculum materials that can be differentiated according to the needs of the student. Teachers will have time built into the program so that they can work as a team to create interesting lessons.

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.

Through our program we hope to: 1. increase the percentage of students who enter Kindergarten at Ben Franklin Elementary and test On Track for success on the 3rd grade reading assessment 2. have the percentage of students retained in Kindergarten decrease 3. have more students better prepared for first grade 4. increase the number of teachers who integrate STEM and literacy curriculum and instruction at the elementary level 5. increase the number of students who begin to see STEM as interesting, fun, and accessible 6. increase the number of parents/guardians who are more aware and confident when supporting their child's literacy needs 7. ultimately increase the number of students who pass the 3rd grade reading test 8. ultimately increase the number of students from Ben Franklin who will participate in the STEM, engineering, and robotics programs that Newark City Schools is building in the middle and high schools

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.

Assumptions for success are: 1. students who need early intervention prior to Kindergarten will attend the summer program 2. intervention prior to Kindergarten can increase student achievement 3. student interest in the curriculum will help to promote achievement 4. increased parent awareness and confidence with literacy will increase their home support of their child's communication, language, and literacy 5. professional development can assist teachers in changing their instructional paradigm

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

Does student interest impact reading achievement? "It is increasingly evident that the acquisition of reading strategies and reading comprehension skills demands a large amount of effort and motivation (Stipek, 2002) and that outstanding teachers invest substantial time and energy in supporting students' motivation and engagement in reading . . . One reason that motivation and engagement may influence the development of reading comprehension is that motivated students usually want to understand text content fully and, therefore, process information deeply." Guthrie, J.T., et al. (2004). Increasing reading comprehension and engagement through concept-oriented reading instruction. Journal of Educational Psychology, 96(3), 403. How can we get more students involved in STEM as a future career? "One part of the solution is getting all American youngsters off to a stronger start in mathematics and science. Viewed broadly, the math and science education now being delivered in the years between pre-kindergarten and 12th grade, like a sterile vaccine, is not 'taking' in enough American classrooms. Our students are not learning enough of what they need to know to move into scientific and technical fields

where this knowledge is foundational." Building Engineering and Science Talent. (2004). What it takes: PreK-12 design principles to broaden participation in science, technology, engineering, and mathematics. Found at http://www.bestworkforce.org . . . [E]ffective instruction capitalizes on students' early interest and experiences, identifies and builds on what they know, and provides them with experiences to engage them in the practices of science and sustain their interest. Successful K-12 STEM education: Identifying effective approaches in science, technology, engineering, and mathematics. Found at http://www.stemreports.com/wp-content/uploads/2011/06/NRC_STEM_2.pdf. p 18. How can parents help their students become more literate? "Remember the old saying 'children should be seen and not heard'? Research tells us that for children to become readers, they should listen and talk a lot. By the time children are one year old, they already know a lot about spoken language- talking and listening. They recognize some speech sounds. They know which sounds make the words that are important to them. They begin to imitate those sounds...Children who do not hear a lot of talk and who are not encouraged to talk themselves often have problems learning to read." Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2006). A Child Becomes a Reader: Birth to Preschool (N/A). Washington, DC: U.S. Government Printing Office, 3. How important is learning prior to school? "The first years of life are critical for later outcomes. Young children have an innate desire to learn. That desire can be supported or undermined by early experiences. High-quality early childhood education can promote intellectual, language, physical, social, and emotional development, creating school readiness and building a foundation for later academic and social competence. By defining the desired content and outcomes of young children's education, early learning standards can lead to greater opportunities for positive development and learning in these early years." National Association for the Education of Young Children (NAEYC) and National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). (2002). Early learning standards: Creating the conditions for success. Washington, DC: NAEYC. How can students be motivated and interest cultivated for STEM subjects? "...offer various extracurricular activities to students...summer programs... Best practices in elementary STEM programs. (2012). Washington, DC: Hanover Research, 3.

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).

1. Percent of students who are On Track and Not On Track as they enter Kindergarten compared to the three years prior as well as the percentage of retentions in Kindergarten. 2. We will compare scores on the math and science state tests when the first students who begin the program enter grade 5 to the year prior. 3. A pre- and post-program survey for parents regarding their literacy interaction with their children. 4. Teachers trained in the program will implement at least one integrated literacy/STEM unit per 9 weeks.

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

1. Percent of students who are On Track and Not On Track as they enter Kindergarten compared to the three years prior as well as the percentage of retentions in Kindergarten. Year Grade OT NOT Percentage of Retentions 2014-2015 K 55% 45% 21% 2015-2016 K 22% 78% 2. We will compare scores on the math and science state tests when the first students who begin the program enter grade 5 to the years prior. Year Grade % Pass Science Growth or Loss % Pass Math Growth or Loss 2016-2017 5 3. A pre- and post-program survey for parents regarding their interaction with their children. 4. Teachers trained in the program will implement at least one STEM unit per 9 weeks. Teachers will turn in a description of at least one integrated literacy/STEM unit per nine weeks to the administrator in the building. Teachers will have a template that they will all use to describe the unit.

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

We are willing to adjust the program as needed based on research and results. We will examine all of the data and determine whether different strategies are successful. If the summer pre-Kindergarten program is not successful then we will look at the data and try to determine what is problematic and make changes. The combination of literacy and STEM is a new area and so we will try to find additional research to help guide us in changes that we make. We will also continue to increase the number of teachers who have professional development in STEM/literacy integration so that they follow the students as they ascend the grade levels. We will make sure that we try to find current professional development for the teachers. As for the parent piece of the program, if there is no increase in parent interaction with their students with a focus on literacy and verbal interaction then we will begin to incorporate one-on-one meetings with parents either at the school building or during home visits. The initial program will work with parents in groups rather than one-to-one. We would hope that this intense one-to-one assistance will help parents increase their literacy interaction with their children.

☐ b. Spending reductions in the 5 year forecast

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

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

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

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

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

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

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

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

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

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

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

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

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

☐ d. Implementing a shared services delivery model

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

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

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

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

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

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

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

☐ a. New - Never before implemented

☐ b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

☐ 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.

51,580.34 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 salaries/instruction (22,950.00) are for 5 teachers to work 69 hours in the summer program. This builds in 9 hours of planning during the program. It also builds in 2 days of planning prior to the beginning of the program during June after school is out of session for 6 teachers, which includes the elementary math and science coach. There is also money for sub coverage during the 2015-16 and 2016-17 school years for planning and professional development. The fringe benefits/instruction (2463.30) are for the hours during the summer work for the teachers. The purchased services/support services (6739.20) are for the 4 aides for 60 hours during the summer program. The purchased services/professional development (10,104.80) is for ASCD professional development in April 2016 for a preconference full day on elementary STEM training and a full day at the ASCD conference. It is for 6 teachers and includes registration, air fare, food, mileage, and taxi. It also included registration and mileage for 6 teachers to visit an Ohio regional STEM elementary school. The Supplies/Instruction (9323.04) is for general supplies, stem kits, and student snack/lunch during the summer program.

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.

27,207.00 a. Sustainability Year 1

27,747.00 b. Sustainability Year 2

28,497.00 c. Sustainability Year 3

29,057.00 d. Sustainability Year 4

29,778.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.
Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

The majority of the costs are salaries for teachers and wages for aides who work during the 5 week summer program. The salaries are for 5 teachers to work 69 hours and the fringe benefits are part of the costs. Nine hours are build in for planning or professional development. The wages are for 4 aides who will work 60 hours in the 5 week summer program. The supplies are for general supplies such as glue, sissors, construction paper, etc. Also in supplies are the costs of purchasing new STEM kits to travel with the implementation year students as they ascend the grade levels. The meals for students during the summer program are also part of supplies. Professional development costs are not needed as the professional development will be conducted in-house by the math and science coach who was trained during the implementation phase of the project.

0 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.

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

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

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

The reallocation will be from curriculum supplies and materials.

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 RangeSeptember 14, 2015 through November 17, 2015

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

a. Scope of activities-include all specific completion benchmarks (2000 characters). September 14-meeting to discuss what the focus of the grant would be. Discussion of Ben Franklin building data, especially kindergarten, to determine what areas needed new ideas for student achievement. October 21-meeting to finalize what area of achievement would be the focus for Ben Franklin. It was determined that some type of pre-school intervention was needed for incoming kindergarten students to prepare them to be more successful in literacy and in math and science. October 26-meeting to determine what research impacts the project. It was determined that some type of pre-school based in the neighborhood school was necessary to draw students into the program. A focus on literacy integrated with STEM was chosen as the focus because it seemed to marry the discipline areas where students had the most difficulty, literacy, and where future growth was needed for student success and opportunities, STEM. November 3-meeting to begin to flesh out what the summer pre-school experience would look like. Discussion regarding how to incorporate the Ohio Early Learning and Development Standards, Language and Literacy Development with a focus on STEM concepts and projects. Discussion of what professional development and planning would be necessary for a successful project. November 17-meeting to detail out the supplies and materials that would be needed to create a successful pre-school summer experience for the pre-kindergarten students.

22. Implementation(grant funded start-up activities)

a. Date RangeMarch, 2015 through June 30,2017

b. Scope of activities - include all specific completion benchmarks

March 2016-team meets to discuss details of setting up program and how to recruit students for the program April 2016-team attends the ASCD conference in Atlanta, Georgia. All attend a one day preconference on elementary STEM and then one day of the conference. May/June 2016-team meets to have professional development on STEM and literacy combination. Team meets to plan the overall concept of the summer program. Team meets to plan STEM and literacy integration lessons. July/August 2016-the first groups of students will attend the Kick-Start Kindergarten summer program. August 2016-Team meets to analyze the data from parent surveys. August 2016-new kindergarten students take the kindergarten readiness assessment September 2016-Team meets to discuss data and how student in the program are performing. September 2016-April 2017-Team meets to have professional development with the elementary math and science coach. Team meets to assess the literacy/STEM projects results and make necessary adjustments. May 2017-Team meets to prepare for the summer Kick-Start Kindergarten program for 2016.

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

a. Date RangeJuly 1, 2017-June 30.2022

b. Scope of activities - include all specific completion benchmarks

Each March the summer program team will meet to determine who to recruit students for the program. Each May the team working on the summer project will meet to plan the overall emphasis of the prgram, to examine the analysis they have completed on the data, and to determine what changes need to be made. Each July and August of each year the 5 week summer program for pre-kindergarten students will occur. Each August the summer team will meet to analyze the parent data Each summer and at times during the school year the elementary math and science coach will offer professional development for teachers in the summer program and for those in the ascending grade level that follows the initial implementation year of students. As the students from the implementation year hit grades 3 and 5 the state tests in reading, math, and Iscience will be compared with the prior years' scores. Each May/June the team will meet to look at the data from the summer and school year prior to make adjustments to the program.

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:

The teachers at Ben Franklin will begin to think about teaching literacy integrated with STEM. This will begin with a summer pre-kindergarten program during 2016 and continue into the kindergarten program for the 2016-2017 school year. As the students from the program during the first year ascend up the grades the expectation for an increase in instruction of integrated literacy and STEM. This change will be assisted through in-house professional development provided by the district elementary math and science coach and through the purchase of STEM kits that can be paired with literacy. Teachers can use guided planning time to plan together to integrate literacy and STEM. Professional development will also be offered during the summer and during the school year to help prepare the teachers for the change in curriculum and instruction.

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:

Tara Boyer, Assistant Currriculum Director, 621 Mournt Vernon Road, Newark, Ohio 43055 740-670-7051

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.

A pre- and post-survey will be given to the parents of the students in the summer program. This will determine whether parents feel that their children have increased their interaction with books and whether they are verbally interacting more together. Teachers will collect the surveys and the results will direct the follow-up. If there is no increase then the teachers will need to reexamine the parent volunteer program and the parent educational pieces that they conduct during the summer. The data will be kept in a central location and examined over the years to analyze growth. The KRA scores will be analyzed. The scores of participants of the summer program will be compared to those who did not attend to analyze differences and similarities. Retentions at the end of the year will be analyzed and data tracked. When the students from the implementation group reach grade 3 and grade 5 the scores on the state reading, science and math tests will be analyzed and compared to previous. Adjustments will be made depending on the results. Data will be collected from the parent surveys on the first day of the summer program and the last day of the summer program. This information will be used to determine if the summer program is positively impacting parent reading with children and whether there has been an increase in talk between parents and children. The kindergarten readiness assessment will be given to all first-year kindergarten teachers during their first days in school during the regular school year. This data will be compared to comparable data from the past year(s). This is a required state assessment. When the program's first year of students move to grade 3 then the 3rd grade reading test scores will be compared to the years prior. This will also occur with the grade 5 science test. The data will be compared with data from prior school years. While the 3rd grade reading test and 5th grade science test are years from the kindergarten summer program, the inclusion of a STEM/literacy relationship is expected to follow those students through grade school so the assessments will be important markers of progress.

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.

If this project is successful and NCS has the funds to expand it then it will expand to at least some of the other elementary buildings in the district. This project is one that can be easily transferred to another district as long as the funds are available for the summer salaries, necessary materials, and professional development. The project is a fairly simple one so another district could easily understand the basic outline. However, the details regarding the integration of STEM and literacy might be where the most explanation and professional development would be necessary. If this project is successful it would not be difficult to write up the parameters. However, the question might be whether other districts should be expected to make changes based upon their own experience or by using the experiences that Ben Franklin has. That is where important choices will need to be made.

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

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

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

Consortium

Newark City (044453) - Licking County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts

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

Newark City (044453) - Licking County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

No partners added yet. Please add a new partner by using the form below.

Implementation Team

Newark City (044453) - Licking County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Jennifer	Howison	teacher	summer project teacher	16 years teaching trained in LLI, Stevenson, and Reading Recovery	Class on Engaging the 21st Century Learner through Technology	Bachelors in Elementary Ed 1-8; Masters in Curriculum and Instruction	5	
Jodi	Guilfu	speech language pathologist	speech and language patholigist for whole and small groups in the summer program	speech and language pathologist 8 years in the field	certificate of Clinical Competence Licensed by the Department of Eduction and Ohio Board of Speech-Language Pathology and Audiology	M.A. CCC-SLP Bach Psychology; Masters in speech-language pathology	5	
Natalie	Napper	teacher	summer project teacher	5 years teaching taught kindergarten 3 years	worked in a pre-school and at day camps	Bachelors in Eduction enrolled in Masters program	5	
Tara	Boyer	Assistant Curriculum Director	budget, evaluation	27 years in education; budget and supervision of ARRA technology grant; budget Title and 21st century grants	ARRA technology budget and supervision budget Title and 21st century grants	Bachelors in Pol. Sci. and Secondary Education; Masters in Admin and in Computer Education and Technology; Ph.D. in Curriculum	5	
Jody	Oberholtzer	teacher	summer project teacher	Literacy Collaborative trained Elementary teacher	17 years as a reading specialist	Bachelors in Elementary Ed and Masters	5	
Margaret	Marbais	teacher	summer project teacher	14 years teaching	Title Pre-school Inclusion pre-school	Associate degree nursing BS Education Masters in Curriculum	5	
Nikkee	Pyle	teacher	summer project teacher	19 years teaching	Montessori teacher Elementary summer school teacher	Bachelors Early Education Associates Early Childhood Development Masters Administration	5	
Jennifer	Stokes	teacher mentor	assist with data collection assist with professional development	17 years teaching 3 years as mentor teacher	summer preschool teacher elementary summer school	Bachelors Elementary Ed 1-8; Special Ed K-12; Masters in Literacy; currently in progress Masters in Administration	1	