

Budget

Summit County ESC (049965) - Summit County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (75)

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		317,000.00	113,037.00	6,000.00	36,553.00	0.00	281,501.00	754,091.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		317,000.00	113,037.00	6,000.00	36,553.00	0.00	281,501.00	754,091.00
							Adjusted Allocation	0.00
							Remaining	-754,091.00

Application

Summit County ESC (049965) - Summit County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (75)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Sit Together and Read - OHIO (STAR-OHIO)

2. Project Tweet: Please limit your responses to 140 characters.
STAR-Ohio is a proven literacy intervention delivered to children in the ECSE classroom to reduce their risk for future disabilities.
This is an ultra-concise introduction to the project.

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				
1595 Pre-K Special Education	K	1	2	3
4	5	6	7	8
9	10	11	12	

Year 1				
1595 Pre-K Special Education	1595 K	1	2	3
4	5	6	7	8
9	10	11	12	

Year 2				
1595 Pre-K Special Education	1595 K	1595 1	2	3
4	5	6	7	8
9	10	11	12	

Year 3				
1595 Pre-K Special Education	1595 K	1595 1	1595 2	3
4	5	6	7	8
9	10	11	12	

Year 4				
1595 Pre-K Special Education	1595 K	1595 1	1595 2	1595 3
4	5	6	7	8
9	10	11	12	

Year 5				
1595 Pre-K Special Education	1595 K	1595 1	1595 2	1595 3
1595 4	5	6	7	8

4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

Preschoolers with disabilities whose teachers implement STAR-Ohio for the academic year show improved early-literacy skills and reduced reading deficits over time. During our first grant year, which involves 78 ECSE teachers and 1,595 preschoolers in nine ESCs, we will develop a comprehensive STAR-Ohio website portal that provides all materials required to implement the program, including professional development videos for teachers and a free e-copy of the program, titled Engaging Children with Print: Building Early Literacy Skills through Quality Read-Alouds (Justice & Sofka, 2010), provided by Guilford Press. We will market use of this portal statewide to ECSE teachers, following the grant year, to promote use across the entire state, thus expecting 1,000s of preschoolers with disabilities in Ohio to be impacted in each of years 1-5. As these children progress through the primary grades, they will exhibit a decreased need for remediation of reading problems.

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

First and last name of contact for lead applicant
Kristin Fazio

Organizational name of lead applicant
Summit County ESC

Address of lead applicant
420 Washington Ave Cuyahoga Falls, OH 44221

Phone Number of lead applicant
330-945-5600, ex. 513919

Email Address of lead applicant
KristinF@cybersummit.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

ECSE classrooms within Ohio serve nearly 15,000 preschoolers with disabilities. Many of these children exhibit significant delays in the development of early-literacy skills that are foundational to future reading ability. In turn, these delays place children with disabilities at very high risk for reading disabilities in their future. To this point, the 2013 NAEP showed that 69% of fourth graders with disabilities could not read at even basic levels. The high levels of reading difficulty among students with disabilities result in significant economic costs to the individual and to society, as reading skill is directly tied to higher education, gainful employment, and wages earned over the lifespan. The problem to be solved and addressed in our project, is how the state's educational system can significantly reduce the rate of reading difficulties among students with disabilities, which we address through implementation of an evidence-based, systematic intervention called STAR-Ohio.

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

STAR is an evidence-based early-literacy intervention that is easily implemented by ECSE teachers for an academic year at very low costs. Implementation involves a daily 15-minute read-aloud that is structured to provide a scope and sequence of early-literacy instruction over an academic year. Specifically, STAR has three main components. First, it features a scope and sequence of early-literacy instruction (24 objectives) that targets children's development of those skills most critically tied to future reading achievement. The scope and sequence is closely aligned to the state's early learning standards. Second, the scope and sequence is delivered by teachers via a daily whole-class read-aloud using a set of 30 commercially available storybooks. STAR specifies the storybook to be read each day and week (e.g., Chicka Chicka Boom Boom) for 30 weeks rotating storybook titles along a schedule to provide children with repeated exposure to each book. Third, a 'STAR Card' is provided with each book that explicitly describes how the teacher-led whole-class read-aloud is structured to systematically target the STAR objectives. For instance, when reading Chicka Chicka Boom Boom, the teacher is guided to embed explicit discussions about specific alphabet letter names during reading, so as to promote children's alphabet knowledge. What is particularly innovative about STAR is that it was designed for at-scale use: it can be implemented with high fidelity at very low costs, and thus has the potential to reach and affect a large number of children. For teachers to implement STAR, they need: (1) the set of 30 commercially available storybooks, at an approximate cost of \$250, (2) brief training via a web portal, and (3) 30 STAR cards. Importantly, the entire program, including the STAR cards, is explicitly laid out in the book Engaging Children with Print: Building Early Literacy Skills through Quality Read-Alouds (Justice & Sofka, 2010), for which we have electronic rights to freely distribute. Thus, the total cost for a teacher to implement STAR effectively within their students is the cost of 30 storybooks (about \$250). Many studies show positive effects of STAR on young children, including children with disabilities attending ECSE programs in Ohio. In a study recently published in *Exceptional Children*, the top journal in the field of special education, Justice and colleagues (2015) reported the positive effects of teachers' use of STAR within 83 ECSE classrooms in Ohio for 291 preschoolers. Exposure to this intervention significantly increased children's early-literacy skills. Another study on STAR effects showed that first graders who were exposed to STAR during preschool were significantly better readers than control children (Piasta, Justice, McGinty, & Kaderavek, 2012). In this project, we will begin to scale-up STAR in Ohio, which we refer to as STAR-Ohio. We will do this in three ways. First, we will develop a comprehensive web portal for teachers that provides all STAR-related materials, including a way for teachers to log and track their implementation. The purpose of the portal is to promote sustainability of STAR-Ohio beyond the initial grant year. Second, as a consortium we will support an initial cohort of 78 ECSE teachers to implement STAR during the 2016-17 period, to affect about 1,500 preschoolers with disabilities in nine ESCs. Third, we will develop a multi-pronged approach for marketing the STAR programs to non-partnering ECSEs across the states, promoting its use beyond our consortium to ensure that all of Ohio's preschoolers with disabilities have the opportunity to develop their early-literacy skills as a means to lifelong reading attainment.

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 process. - (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.

Children with disabilities whose ECSE teachers implement STAR will show three desired outcomes. First, these children will exhibit significant growth in their early-literacy skills during the grant year, consistent with results of published research (Justice et al., 2009; Justice et al., 2015; Justice et al., 2010). Second, at kindergarten entrance, children exposed to STAR during the preschool year will exhibit a high degree of kindergarten readiness, based on the state Kindergarten Readiness Assessment (KRA)'s language and literacy components. We expect to see a heightened percentage of STAR participants in the average and above-average band as compared to non-STAR participants. Third, at 3rd grade, STAR graduates will exhibit heightened performance on the reading component of the Ohio Achievement Assessments, with many receiving scores above the cut-point used to identify proficient reading in enactment of the 'Third Grade Reading Guarantee

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.

First, we assume that ECSE teachers will implement the STAR intervention faithfully. Published studies have shown that early childhood educators show a high level of fidelity to the intervention (Piasta et al., 2010). Second, we assume that the results of the STAR program, as presented in the scientific literature (Justice et al., 2009; Justice et al., 2015; Justice et al., 2010; Piasta et al., 2012), are valid. These publications involved samples of children within ECSE programs who look similar to those teachers and children in STAR-Ohio. Third, we must assume that improvements to children's early-literacy skills will have long-term effects on their reading development. The NELP report (2008) showed strong, consistent relations between preschoolers' early-literacy skills and their future reading achievement; and, the skills targeted in STAR are those that are most influential to future reading success (e.g., alphabet knowledge, print awareness).

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

Members of our research team at Ohio State University (Justice, Dynia) have been investigating the effects of the STAR intervention for more than a decade. They have conducted several large-scale studies of its effects when implemented in early-education programs that serve poor children (e.g., Head Start, Title-1, ECSE); these studies consistently show that children whose teachers implement STAR during preschool show accelerated early-literacy development during the preschool years (Justice et al., 2009; Justice et al., 2015; Justice et al., 2010) and improved reading skills in the early primary grades (Piasta et al., 2012). These effects are seen for children with disabilities as well as children who are at-risk due to poverty. We discuss here three studies in the literature that explicitly address the three assumptions referenced above. First, Piasta and colleagues (2010) studied fidelity to the STAR intervention for 85 early educators in Ohio and Virginia. The purpose of this study was to determine whether preschool teachers could maintain high levels of fidelity to the intervention for an entire academic year, and study results showed that the teachers exhibited high, consistent fidelity to STAR for the entire academic year. Second, Justice and colleagues (see Justice et al., 2015) tested the effects of the STAR intervention on the early-literacy development of 291 preschoolers with disabilities enrolled in Ohio's ECSE classrooms. Compared to children in control classrooms, those exposed to STAR gained significantly more in their early-literacy skills, based on measures of alphabet knowledge, print awareness, and name-writing development. Such findings are important, as children who enter kindergarten with well-developed alphabet knowledge, print awareness, and name-writing skills have improved reading achievement in the early primary grades (National Early Literacy Panel, 2008). Third, Piasta

and colleagues (see Piasta et al., 2012) studied the reading skills, based on standardized assessments, of more than 300 first graders whose preschool teachers implemented the STAR intervention, two years prior. The study showed that children exposed to STAR were significantly better readers and spellers than children whose teachers did not implement this program. Specifically, the STAR graduates had significantly higher scores on three subtests of the Woodcock Johnson Test of Achievement (Letter-Word Identification, Spelling, Reading Comprehension), a standardized test of academic achievement, than children who were not exposed to STAR.

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) Teachers will use an online web portal to submit weekly implementation logs that detail their STAR-related activities to assess teachers' fidelity. (2) Teachers will conduct a brief early-literacy assessment for each child in their classroom in the fall and spring of the year using three measures of alphabet knowledge, print awareness, and name-writing skill; the assessments align well with the state's Early Learning Standards. For alphabet knowledge, teachers will determine how many letters children can name (out of 26 upper-case letters). For print awareness, teachers will read a brief story to the child and embed questions within the reading to assess their knowledge of specific print concepts. For name-writing, teacher will ask children to draw a portrait of themselves and sign it. (3) We will track children who enter into kindergarten to study effects of STAR exposure on the state Kindergarten Readiness Assessment (KRA)'s language and literacy components

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

Three data points will be used to measure student achievement. The first two data-points of interest are captured in the fall and spring (Time 1, Time 2) of the grant year. Their teachers will enter assessment data related to their early-literacy skills (alphabet knowledge, print awareness, name-writing skill) into an online portal in the fall and spring of the year. We will examine children's gains in these areas, both within the sample and in comparison to published data on preschoolers in Ohio ECSE programs on these same measures (Justice et al., 2015). The third data-point is district-specific data collected at kindergarten entrance, namely the KRA. Kindergarten data will be collected using a Data-Sharing Agreement established between the OSU evaluator and each partnering district and ESC, which would allow the evaluator to link data for each STAR participant to kindergarten readiness. This procedure has been used in prior work by our team (e.g., Logan et al., 2014).

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

Our OSU partners have extensive experience implementing the STAR intervention in the context of large, federally funded research grants that require careful monitoring of deliverables via a Performance Agreement between the federal agency and the OSU research team. Therefore, the team is especially well-versed in monitoring project deliverables via formative approaches, and modifying the project in relation to those formative results to ensure that the targeted outcomes are achieved. As we have discussed, the outcomes we expect should be achieved based on the data available to our team, and considerable prior work. Therefore, we would focus on enhancing the project's implementation, should any outcome not be achieved. For instance, we might find that participation rates are lower than expected in one partnering ESC, and therefore recruit an additional ESC to participate. Alternatively, we might find that student outcomes during the grant year are less than anticipated, and that this appears related to low levels of teacher fidelity to the intervention components. If this were true, we might revise the professional development training materials for teachers in ways to raise fidelity.

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.

52% of children with disabilities in ECSE programs exhibit disabilities that place them at high risk for future reading difficulties, including primary speech-language impairment. Children with primary speech-language impairment or general developmental delay typically show significant lags in attainment of key literacy skills during preschool years (Justice, Bowles, & Skibbe, 2006), exhibit poorer kindergarten readiness compared to peers (Justice, Bowles, Pence Turnbull, & Skibbe, 2009), and are very susceptible to exhibiting a reading disability in primary grades (Catts, Fey, Zhang, & Tomblin, 2001; Morgan, Farkas, & Wu, 2011). Data from 83 ECSE classrooms in Ohio showed only 23.5% of STAR participants had lower than average reading ability at the end of kindergarten. It is reasonable to expect that STAR-Ohio would result in about 26% (or 211) fewer children being referred to response to intervention and special education for reading related delays.

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.

There are two assumptions that must be true for the outcome to be realized. First, STAR-Ohio must be effective in reducing reading difficulties in children with disabilities. Prior research has shown this assumption to be true (Justice et al., 2009; Justice et al., 2015; Justice et al., 2010). Second, the approximate cost savings must be accurate. These numbers are conservative estimates by Summit County ESC. Summit County ESC works with both suburban and urban districts, so it is likely that their estimated costs adequately reflect the costs for many districts in Ohio.

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

Presently, ECSE teachers have relatively few evidence-based tools to improve their students' early-literacy skills as a pathway for longer-term reading success. Our partners at Ohio State University, led by Dr. Laura Justice, developed and tested STAR with support of three federally funded grants (two from U.S. Department of Education, one from National Institutes of Health), exceeding \$7,000,000; with this investment from the state of Ohio, we intend to pursue at-scale implementation in Ohio via an initial partnership among nine Educational Service Centers (ESCs) to bring the intervention to more than 1,500 preschoolers with disabilities, by building a sustainable infrastructure via a web portal and downloadable implementation materials so that it can reach all of Ohio's young children in the future. As stated above, the STAR intervention has been shown to be effective in increasing early-literacy skills; including alphabet knowledge, print awareness,

and name-writing ability, each of which is a significant, positive, and consistent predictor of future reading achievement in both decoding and comprehension (NELP, 2008) for children with disabilities as well as children who are at-risk due to poverty (Justice et al., 2009; Justice et al., 2015; Justice et al., 2010). Research on the effects of STAR for preschoolers who are at-risk due to poverty or who have disabilities show the program to have significant effects on their early-literacy development during the preschool year (Justice et al., 2009; Justice et al., 2010) and at kindergarten and first grade (Piasta et al., 2012). The early-literacy skills developed through participation in STAR, such as alphabet knowledge, print awareness, and phonological awareness, are those indexed within the Kindergarten Readiness Assessment-Literacy (KRA-L), used across the state of Ohio to benchmark kindergartners' entering literacy skills until recently. Importantly, there are strong associations between entering kindergartners' early-literacy skills indexed on the KRA-L and third-graders' reading scores on the OAA (Logan, Justice, & Pentimonti, 2014). Consequently, we expect that children's exposure to an intervention that significantly enhanced skills indexed on the KRA-L should have positive effects on their future OAA outcomes. Further, what is interesting about the STAR intervention, compared to other early-literacy programs that have been developed for use by preschool teachers, is that it is extremely cost-effective, requiring only a set of commercially available storybooks and no other specialized materials. Implementation materials will be available on an internet portal developed for this project. In future years, teachers need only purchase a set of commercially available storybooks to use this effective intervention. In this regard, the intervention has outstanding potential to be used at-scale, affecting a large number of students at very low costs. We are excited at the opportunity to take STAR to-scale in Ohio, and develop structures for it to be sustained over time. Given that national attention has been delivered to this Ohio-developed intervention, it would be exited to use the state of Ohio as a 'laboratory' for large-scale implementation. A segment on National Public Radio (<http://www.npr.org/sections/health-shots/2012/05/29/153927743/small-change-in-reading-to-preschoolers-can-help-disadvantaged-kids-catch-up>) discusses the dramatic effects of the STAR intervention.

89100 iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

It is reasonable to expect that participation in STAR-Ohio would result in about 26% (or 211) fewer students being referred to response to intervention and special education for reading related delays. Tier 2 interventions (like Summit County ESC's Recognition and Response or R&R program) have a typical annual cost of \$3960 (\$855 for substitute teacher coverage, \$1035 for psychological evaluations, \$1035 for speech-language pathologist evaluations, and \$1035 administrative time) for 9 sessions per year. Effective implementation of STAR-Ohio would decrease number of referrals to and costs of these programs by 50%, equal to \$17,820 for the nine participating ESCs, or \$89,100 over 5 years. Greater potential savings are realized by 211 fewer placements in special education. Using an average monthly cost of \$

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

As stated above, our OSU partners have extensive experience implementing the STAR intervention with careful monitoring of deliverables. The cost savings outcomes should be achieved based on the considerable amount of previous research and data available to our team. Given that most of the progress monitoring of STAR-Ohio will be based on teacher report submitted online, we will be able to monitor teacher implementation in real-time throughout the grant year. If at any time during the year it seems like teachers are struggling with any aspect of the intervention, our team will be able to offer more support in those areas and potentially will be able to revise the professional development available for teachers.

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.

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 measurable 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.

754,091.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

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

Co-Principal Investigators - Laura Justice, Ph.D. and Jaclyn Dynia, Ph.D. have a .10 and .50 FTE. Evaluator - Mihaiela Gugiu, Ph.D. will dedicate .25 FTE to the project. Web developer -1.0 FTE will be hired to create the online portal system and to maintain the systems functionality over the grant year. Project Manager -1.0 FTE, will coordinate the delivery of STAR materials (books, STAR cards) and oversee the coordination and supervision of the field assessors. Systems Specialist(s) - The project will utilize systems specialist(s) from the CCEC at a .25 FTE for the first year of the project. The system specialist(s) will create databases for the online portal. Field Assessors - The project will employ four full-time field assessors to aid the project manager in data collection. Fringe benefits are budgeted at OSU as indicated in our federal rate agreement with the Department of Health and Human Services. These rates are increased one percent per annum. Technology - 5 Computers will be purchased for the web developer and field assessors to complete their assigned tasks. Further, additional server space and storage will be needed at \$2280. Books - A set of 30 books will be purchased for each teacher in the grant year. The books are estimated at \$250 per set for 78 teachers. Assessment Licenses - Licenses for the use of online assessment will be purchased for implementation during the grant year. Mileage has been budgeted for field assessors and project manager. The mileage is set at the federal rate of \$0.54 per mile. Conference travel is included for the Co-PIs to present at national conferences on the results of the proposed scaled-up early literacy intervention. The conference travel is budgeted for \$1250 per person. Printing costs are for the STAR cards and manuals during the grant year are anticipated to be \$6,000

overall. OSU's on-campus indirect cost rate of 54%, which has been negotiated with

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.

39,864.00 a. Sustainability Year 1

41,035.00 b. Sustainability Year 2

42,250.00 c. Sustainability Year 3

43,507.00 d. Sustainability Year 4

44,809.00 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.

Given that STAR materials are low-cost, and that data-collection and training will be available online, costs associated for sustaining STAR-Ohio past the initial period of development and evaluation are modest. We request funds to support 5% annual effort for co-Investigator Dynia for continued oversight and guidance of project implementation, data collection, oversight of any modifications of project materials and training, and production and dissemination of project results, including presentations at conferences, research reports and articles, and white papers. We also request funds to support 5% annual effort for OSU systems engineer/web specialist to provide general maintenance of the website, including update and/or modification of materials, data collection, and training modules. Further, OSU would retain Mihaiela Gugiu at an annual 10% effort for continued evaluation of project data, analyses, and preparation of evaluation reports. She will also contribute to the production and dissemination of evaluation reports and results. Fringe benefits are budgeted at OSU as indicated in our federal rate agreement with the Department of Health and Human Services. These rates are increased one percent per annum. Books - we expect 3 books will need to be purchased due to wear, damage, loss, or substitution for each teacher in each sustainability year. This equates to \$1950 for each sustainability year. Mileage has been budgeted for Dynia to travel between participating ESCs. The mileage is set at the federal rate of \$0.54 per mile. OSU's on-campus indirect cost rate of 54%, which has been negotiated with DHHS (federal cognizant agency).

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.

Given that STAR materials are low-cost, and that data-collection and training will be available online, costs associated for sustaining STAR-Ohio past the initial period of development and evaluation are modest. We request funds to support 5% annual effort for co-Investigator Dynia for continued oversight and guidance of project implementation, data collection, oversight of any modifications of project materials and training, and production and dissemination of project results, including presentations at conferences, research reports and articles, and white papers. We also request funds to support 5% annual effort for OSU systems engineer/web specialist to provide general maintenance of the website, including update and/or modification of materials, data collection, and training modules. Further, OSU would retain Mihaiela Gugiu at an annual 10% effort for continued evaluation of project data, analyses, and preparation of evaluation reports. She will also contribute to the production and dissemination of evaluation reports and results. Fringe benefits are budgeted at OSU as indicated in our federal rate agreement with the Department of Health and Human Services. These rates are increased one percent per annum. Books - we expect 3 books will need to be purchased due to wear, damage, loss, or substitution for each teacher in each sustainability year. This equates to \$1950 for each sustainability year. Mileage has been budgeted for Dynia to travel between participating ESCs. The mileage is set at the federal rate of \$0.54 per mile. OSU's on-campus indirect cost rate of 54%, which has been negotiated with DHHS (federal cognizant agency).

0 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.

We have not proposed reallocation of funds within this application, as we recognize that ESCs provide the basic operations and mandated services required by state law. This is scalable without additional costs. Ohio ESCs are compensated from two sources: state and local funding on a per-pupil or unit bases. State funding alone totals nearly 91 million per year to ESCs where a portion of that funding is prescribed to preschool handicapped units (Educational Service Center Funding, 2012). Each ESC is allocated \$1568 per district student in special allocation funding plus additional state share index. Utilizing the Ohio Department of Education, School Finance Payment Report (SFPR), the total for preschool special education allocation for the nine ESCs is estimated at over 4.1 million. It is understood that there are multiple uses for ESCs' state funds for preschool special education including teacher coaching, reading specialists, professional development, etc.; therefore, reallocation from ESCs to STAR-Ohio intervention is not needed. STAR-Ohio's cost for maintaining the program averaged across the five sustainability years following the initial grant implementation year is approximately \$43,000. We will develop a comprehensive STAR-Ohio website portal that provides all the materials required to implement the program to scale. We will market the use of this portal statewide to ECSE teachers, following the grant year, to promote use across the entire state. An early literacy intervention should be chosen for its ability to

be effective and cost-effectiveness (Hollands et al., 2013). STAR-Ohio meets both those criteria and will lead to substantial cost savings to the state. Economies of scale will be created when this is a statewide intervention available to all ECSE teachers. STAR-Ohio has fixed costs regardless of the number of users, making STAR-Ohio not only an effective intervention but also economical.

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 Team Key Personnel information by clicking the link below:

[Add Implementation Team](#)

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 July 2016-August 2016

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

July 2016 - 2016 - Hire all necessary personnel (project manager, web developer, undergraduate research assistants). July 2016 - Begin the paperwork to have the online training be Step Up to Quality approved. August 2016 - Web developer creates online web portal, including several key areas: (1) training module including embedded videos and quiz to assess teachers' understanding, (2) direct assessment materials (scoresheets, alphabet cards, scoring guides), (3) student area where teachers can upload assessment results, (4) weekly implementation logs, and (5) online surveys for the teachers to complete. July 2016 (to be completed by July 2016) - Project manager begins ordering and organizing the physical materials (books, STAR cards, manuals) into bins to be delivered to teachers. August 2016 - The project director and undergraduate research assistants deliver materials to each of the 78 teachers. August 2016 - Teachers complete the online training module and submit the quiz. The project director reviews the quizzes and schedules meetings with any teachers that seem to be having difficulty with implementation.

22. Implementation (grant funded start-up activities)

a. Date Range August 2016-June 2017

b. Scope of activities - include all specific completion benchmarks

August/September 2016 - Teachers will assess children's alphabet knowledge, print awareness, and name writing during the first four weeks of the school year. After the assessments are complete, teachers will enter children's scores online. August/September 2016 - Per the calendar, teachers will begin the weekly book readings in either August or September. Teachers will read the book each day using the STAR-Ohio intervention techniques. At the end of the week, teachers will log their weekly reading including if they used the STAR-Ohio techniques and any other books that they read that week. October 2016/January 2016/March 2016 - Teachers implementation logs will be monitored three times during the year. Any implementation issues will be discussed with the teachers. May/June 2017 - Teachers will assess children for the second time during the last four weeks of the academic year. Data-sharing agreements in place to track children into kindergarten for access to kindergarten-readiness scores.

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

a. Date Range June 2017 - June 2022

b. Scope of activities - include all specific completion benchmarks

June 2017 - June 2022 - All of the intervention materials will be made available online for the 5 years of sustainability. We are requesting no funds for sustainability costs. However, we will follow children into kindergarten to examine their kindergarten-readiness scores in fall of the kindergarten year (for those participants who enter kindergarten in the fall of 2017). These kindergarten-readiness scores will be accessed and used for evaluation purposes. No time is requested, as the work needed is fairly minimal.

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 expected changes to the instructional practices in the institutions of the ESCs are two-fold. First, ECSE teachers will implement daily (and repeated) whole-group book reading into their classroom curriculum. Daily repeated reading has been found to increase children's background knowledge and comprehension. Second, teachers will change the way that they structure shared book reading so that it effectively improves children's early-literacy skills. Research has shown that when participating in shared book reading, adults will rarely facilitate discussions with children during the book reading. After completing the online training, teachers in the STAR-Ohio intervention will be aware of the important literacy skills that can be readily targeted during book reading. These literacy skills align with the Early Learning Content Standards and the STAR-Ohio interventions will provide teachers with strategies that they can embed naturally into their existing literacy activities. Although the teachers will be provided with 30 commercially available storybooks and materials to support their implementation, these techniques can be easily adapted and utilized with any book in any setting (individual, small group, whole group).

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:

Mihaiela Ristei Gugiu, Ph.D. Senior Research Scientist Director of Community Research Crane Center for Early Childhood Research and Policy The Ohio State University 175 East 7th Street Columbus, OH 43201 Phone: (614) 292-4702 gugiu.1@osu.edu

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

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

The first outcome of the proposed project posits a significant increase in the early-literacy skills of children who received the STAR-Ohio intervention. This hypothesis is grounded in previous research (Justice et al., 2009, 2010, 2015), which showed that children with disabilities exposed to the STAR program made significant gains during their preschool year. Data to evaluate the impact of the STAR-Ohio will be collected in fall and spring (Time 1 and Time 2) of the year in which the intervention is implemented. Teachers of children exposed to the intervention will enter item-level assessment data (i.e., alphabet knowledge, print awareness, name-writing skill) into an online portal after each data collection time-point. Since assessment data are ordinal and do not meet the assumption of linearity required by parametric statistical tests, Rasch modeling will be employed to transform the raw data into linear scores (Bond & Fox, 2001; Boone, Staver, & Yale, 2014). A composite early-literacy score will be developed via averaging across the Rasch scores and a dependent (paired samples) t-test will be conducted to assess changes in STAR-Ohio children's early-literacy skills. To assess whether gains in children's early-literacy skills are due to the intervention and not merely the result of other factors (e.g., children maturation effects), a matching design (using propensity scores) will be employed to compare children in the STAR-Ohio intervention with a control group of 112 preschoolers from a federally funded project (STAR2). Data at two time-points (pre and post-STAR intervention) are available for these 112 children who were not exposed to the STAR intervention. Structured Means Model within the framework of Structural Equation Modeling (Schumacker & Lomax, 2010) will be employed to determine whether there are statistically significant differences between the treatment (STAR graduates) and control (STAR2 children) groups. The second outcome-STAR graduates will exhibit heightened literacy skills at kindergarten-will be assessed using a Repeated Measures ANOVA design, which allows for comparisons over time for the same group of children. To address this aim, children's kindergarten readiness scores (KRA) literacy assessment will be transformed into normal score equivalent (NCE) scores. This transformation is necessary to allow one to make comparison across time for the same group of children. The kindergarten data will be provided by the ESC partners and corresponding districts in accordance with the Data-Sharing Agreement and following each data assessment time-point. Finally, treatment fidelity will be assessed using the implementation logs that teachers in the STAR-Ohio intervention will enter into the online web portal developed as part of this project. These data will be examined to identify patterns in the use of the STAR-Ohio materials and participation rates. Additionally, an online survey will be developed and administered to the participating teachers so as to ascertain their satisfaction with the intervention material and gather specific feedback that could be used to improve the training modules.

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.

The STAR-Ohio intervention is poised to be scaled-up and expanded. The intervention has been shown to be inexpensive to implement while also being easy for teachers to use with high fidelity, as it requires minimal extra instructional time beyond regularly occurring teacher-child storybook readings. If STAR-Ohio is found to be successful for the 76 teachers and 1,595 children in the grant year, teachers in the other 44 Ohio ESCs that operate ECSE classrooms could utilize the online portal to download the free materials and training to use STAR-Ohio in their districts. Within the ESCs that are already participating, the intervention can be replicated by the teachers each year after the grant year. Teachers will continue to have access to the online portal and can use the materials with a new set of students. Moreover, the STAR intervention can be applied to any storybook that teachers decide to read. Teachers have also reported high satisfaction with the intervention and have indicated that they intend to continue to use the intervention. Based on the previous research on the STAR intervention, it is highly

probably that this solution will be useful to others. There is a four-prong plan for dissemination. Dissemination activities include (1) a report to each ESC on the results of the intervention that can be shared with districts and on their websites, (2) a white paper coauthored by the Co-PIs and published by the Crane Center for Early Childhood Research and Policy, (3) a conference presentation at an international reading conference, and (4) a two manuscript series on the three main findings. The two manuscript series would include publications on the two main findings: (1) a comparison of the children in STAR-Ohio gains to the control children in STAR-2 and (2) an examination of the growth in literacy for the children in STAR-Ohio including their literacy skills during the grant year and their KRA scores. References Bond, T. G.

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 the Summit Educational Service Center, and any or all identified consortium members or partners listed in this application, 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.

Consortium

Summit County ESC (049965) - Summit County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Kim	Meeker	330-945-5600	kimm@cybersummit.org	Summit County ESC	049965	420 Washington Ave Ste 200, Cuyahoga Falls, OH, 44221-2042	
Elizabeth	Fleming-Krall	440-324-3178	fleming@esclc.org	Lorain County ESC	048108	1885 Lake Ave, Elyria, OH, 44035-2551	
Leslie	Smith	740-702-3120	leslies@rpesc.org	Ross-Pike ESC	138222	475 Western Ave Ste E, Chillicothe, OH, 45601-2288	
Kathy	Harper	937-767-1303	kharper@greeneesc.org	Greene County ESC	047233	360 E Enon Rd, Yellow Springs, OH, 45387-1415	
Lori	Berger	937-599-5195	lberger@mresc.org	Midwest Regional ESC	014777	121 S Opera St, Bellefontaine, OH, 43311-2057	
Jeff	Oblak	740-282-3347	jeff.oblak@omeres.net	Jefferson County ESC	047779	2023 Sunset Blvd, Steubenville, OH, 43952-1349	
Carrie	Hutchinson	330-908-6220	carrie.hutchinson@nordoniaschools.org	Nordonia Hills City	050047	9370 Olde Eight Rd, Northfield, OH, 44067	
adrienne	Randall	419-774-2507	randall.adrienne@moesc.net	Mid-Ohio ESC	123521	890 W 4th St, Mansfield, OH, 44906-2534	
Donna	Losiewicz	419-422-7525	losiewicz@hancock.org	Hancock County ESC	047407	7746 County Road 140, Findlay, OH, 45840-1792	
Jaclyn	Dynia	614-247-8048	dynia1@osu.edu	Ohio State Research Foundation	119750	1960 Kenny Rd, Columbus, OH, 43210-1016	

Partnerships

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Sections

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Jaelyn	Dynia	614-247-8048	dynia1@osu.edu	Ohio State Research Foundation	119750	1960 Kenny Rd, Columbus, OH, 43210-1016	
Kristin	Fazio	330-945-5600	Kristinf@cybersummit.org	Summit County ESC	049965	420 Washington Ave Ste 200, Cuyahoga Falls, OH, 44221- 2042	
Elizabeth	Fleming	440-324-3178	fleming@esclc.org	Lorain County ESC	048108	1885 Lake Ave, Elyria, OH, 44035-2551	
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Adrienne	Randall	419-774-2507	randall.adrienne@moesc.net	Mid-Ohio ESC	123521	890 W 4th St, Mansfield, OH, 44906- 2534	
Donna	Losiewicz	419-422-7525	losiewicz@hancockesc.org	Hancock County ESC	047407	7746 County Road 140, Findlay, OH, 45840-1792	
Carrie	Hutchinson	330-908-6220	carrie.hutchinson@nordoniaschools.org	Nordonia Hills City	050047	9370 Olde Eight Rd, Northfield, OH, 44067	
Cathy	Pappas	937-653-5214	pappas@mccesc.k12.oh.us	Madison-Champaign ESC	137364	1512 S Us Highway 68 Ste J100, Urbana, OH, 43078-9288	

Implementation Team

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Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Kim	Meeker	Preschool Program Coordinator	Oversee and evaluate integrity of STAR intervention.	Licensed Intervention Specialist and School Administrator with 20 years of experience.	Has supervised preschool for 15 years,	Masters in Education Administration	0	
Laura	Justice	Executive Director of the Crane Center for Early Childhood Research and Policy and the Schoenbaum Family Center	Laura will provide intellectual support and assist in the development of the online web portal.	Laura's research primarily focuses on young children who exhibit developmental vulnerabilities in language and literacy acquisition. Much of her research considers the effects of teacher or parent implemented interventions on children's learning, including the effective use of storybooks.	Laura has been on the PI on ten large federally funded grant initiatives examining the literacy practices in educational settings. She has also received the Annie Glenn Leadership Award in Speech-Language Pathology, the Editor's Award (from American Journal of Speech-Language Pathology,) the Early Career Publication Award (from Division of Research, Council for Exceptional Children,) the Erskine Fellowship (from University of Canterbury,) and the Fulbright Scholar Award. Dr. Justice has served as the co-director of Risk and Prevention in Education Sciences Interdisciplinary Doctoral Training Program, and an associate professor at the University of Virginia, Curry School of Education. Dr. Justice has also received the Presidential Early Career Award in Science and Engineering (from President G. W. Bush.)	Ph.D	10	
Jaclyn	Dynia	Senior Research Associate	Jaclyn will oversee the daily operations of the grant and manage the grant staff.	Jaclyn has her Ph.D in reading and literacy and her reserach focuses on early literacy for children with autism and other developmental delays.	Jaclyn has been a project manager on two community-based research projects. Jaclyn has also implemented and helped develop adn early literacy program for the ECSE teachers (STAR-2).	Ph.D	50	