### Budget

ESC of Cuyahoga County (046532) - Cuyahoga County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (42)

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

Plus/Minus Sheet (opens new window)

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Adjusted Allocation 0.00

Remaining -962,700.81
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Disrupting Poverty in Ohio: A Framework for Closing the Achievement Gap

2. Project Tweet: Please limit your responses to 140 characters.
Demonstrate a site-based model training program so educators can 'do business differently' and close the achievement gap for ALL students.

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.

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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.

The "Disrupting Poverty in Ohio" Initiative is a unique site-based training program that prepares teachers, principals, school district administrators and school boards on how to 'do business differently' by successfully educating K-12 students who live in poverty so as to close the achievement gap. This is accomplished through a framework of workshops, coaching, action planning, leadership teams, and online networking that supports Ohio's new standards for professional development and follows the work of national experts William Parrett and Kathleen Budge in their powerful book "Turning High-Poverty Schools into High-Performing Schools." Since the training program requires piloting of practical applications and strategies during the grant year, only 25% of students living in poverty will be directly impacted while 75% will be indirectly impacted. During the implementation years 1-5, 100% of students living in poverty will be annually impacted by the Initiative.

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

Paula Kucinic
Organizational name of lead applicant
Educational Service Center of Cuyahoga County
Address of lead applicant
Essex Place, 6393 Oak Tree Boulevard, Independence, Ohio 44131
Phone Number of lead applicant
(216)-901-4244
Email Address of lead applicant
paula.kucinic@esc-cc.org

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

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

☐ Yes
☐ No

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

Add Consortium Members

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

☐ Yes
☐ No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

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

Based on a 2013 analysis of federal data, the Washington Post revealed that for the first time in more than five decades, the majority of U.S. public school students are from low-income families (Layton, 2015). Such children often attend low-performing schools with larger learning gaps and fewer skills than those from moderate to higher income families. What does this mean for Ohio and the future of education? Potentially the same outcome. For example, in a recent report by the Annie E. Casey Foundation, Ohio ranks 31st in the nation and 23rd overall in child poverty-rates (Johnson, 2015), while 41% of Ohio's public school students come from low-income families (ODE, 2012). Even the districts in this proposal have seen a 20% or greater increase in the number of economically disadvantaged students from urban, suburban and rural neighborhoods averaging household incomes of $40,000 or less. Yet despite their poverty issues, they refuse to become just another low-performing statistic.
b. The proposed innovation and how it relates to solving the problem or improving on the current state.

In order to counter the effects of poverty, five school districts in Ohio (Bedford, Waterloo, Orange, North Olmsted and Wickliffe) have established a consortium representing 25 schools, 824 teachers, and 11,914 students under the Disrupting Poverty in Ohio Initiative, which is a unique site-based training program that shows teachers, principals, school district administrators and school boards how to 'do business differently' by successfully educating K-12 students who live in poverty so as to close the achievement gap. The training program framework, which includes a unique and national partnership with Association for Supervision and Curriculum Development (ASCD) experts William Parrett and Kathleen Budge, can be duplicated by other school leaders and school systems across Ohio. The framework targets the (1) building of leadership capacity and raising awareness of all stakeholders to (2) support student, professional and systemic learning environments, by (3) piloting and demonstrating innovative strategies and tools that increase knowledge and skills in order to close the achievement gap. To ensure systemic sustainability, the initiative addresses the following: LEVEL I (Raise Awareness and Introduce New Information and Ideas.) The Disrupting Poverty in Ohio Initiative: (1) Builds the Leadership Capacity of school-based Leadership Learning Teams, district staff, superintendents and school boards by providing ASCD Disrupting Poverty Training based on the book "Turning High-Poverty Schools into High-Performing Schools" (Parrett & Budge, 2012). (2) Creates a Leadership Learning Network for school principals to learn the ways to aggressively confront entrenched, counterproductive strategies and beliefs, and understand how inaction perpetuates low achievement. Rubrics are used to address policies, budgets, time allocation, and implementation of a shared leadership model that allows people to grow and be successful when working with children who live in poverty. (3) Provides high quality professional development and creates networking opportunities around focused topics, based on targeted needs (e.g., Culturally Responsive Practices and How to Identify, Recruit and Retain Excellent and Effective Teachers), and (4) Introduces tools and resources for the purpose of creating and supporting 21st century learning. LEVEL II (Intensive Professional Development to Support Learning and Applying Skills at A Deeper Level.) The Disrupting Poverty in Ohio Initiative provides 6 intensive sessions to 25 school Leadership Learning Teams (6 teacher leaders + 1 principal) as a follow-up to the ASCD "Disrupting Poverty Training." During the sessions ASCD (with the support of the Cuyahoga County ESC) will lay the groundwork needed for informed conversations about Poverty Literacy and creation of effective 'Disrupting Poverty in Ohio' Action Plans using the "Turning High-Poverty Schools into High-Performing Schools" book. Leadership Learning Coaches (expert educators) train school Principals and their Leadership Learning Teams on how to address application of strategies and tools (and the establishment of data-driven procedures) for closing the achievement gap. LEVEL III (Pilot, Demonstrate, Model.) The Disrupting Poverty in Ohio Initiative supports Leadership Learning Coaches to assist Leadership Learning Teams in their implementation of school Action Plans through piloting, demonstrating and modeling of practical and novel strategies that promote high expectations. Teams also regularly self-evaluate, share resources, network among each other using an online learning platform developed and managed by the Cuyahoga County ESC. LEVEL IV: Leadership Learning Teams implement a train-the-trainer model for all teachers in their schools over a five-year period using school Action Plans focused on implementation of strategies and tools (and data-driven procedures) that increase expertise for closing the achievement gap for students in poverty.

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.

      OUTCOME 1: Overall state reading tests scores for all consortium schools dramatically improve for all students, including those who are economically disadvantaged. OUTCOME 2: All consortium school districts will have adequate growth (one grade level) on their gap closing (based on report card/and or Annual Measurable Objectives (AMOs). OUTCOME 3: The number of student's passing 3rd Grade Reading Guarantee annually increases due to data-driven decision making and assessment-literate classrooms that diagnose deficiencies so as to prescribe and provide effective interventions. OUTCOME 4: Teachers and principals from consortium schools develop a culture of high expectations for all students and no longer tolerate excuses for underachievement, becoming relentless in helping all students to feel safe, while honoring the effort required of students. OUTCOME 5: Annually reduce the graduation rate gap.

   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.

      In order for the consortium schools that are participating in the Disrupting Poverty in Ohio Initiative to counter the effects of poverty, they must make a significant difference in the lives and academic outcomes of their students (Barr & Parrett, 2007; McGee, 2004). These schools will be successful, therefore, if teachers and principals are knowledgeable about issues related to family poverty and are courageous in educating all students to high standards—a factor critical to eliminating poverty. They must relentlessly transform their schools by focusing on literacy because illiteracy is strongly correlated with poverty. They must produce data-driven and assessment-literate classrooms of good instruction whereby teachers and students understand learning goals and high expectations. They must also create school climates that foster a pervasive sense of trust among educators, students, families and other stakeholders, while supporting teacher learning and growth.

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

      The Disrupting Poverty in Ohio Initiative is a unique training program that prepares educators to change the business of educating K-12 students who live in poverty within urban, suburban and rural communities so as to close the achievement gap. As shown below, its research-based framework requires use of supportive literature, attention to literacy, the creation of high expectations for students, the development of data-driven and assessment-literate classrooms, and the authentic engagement of families. LITERACY: Schools that make literacy a top priority reduce poverty and combat the effects of poverty (UNESCO, 2006). They do so by transforming literacy into a comprehensive approach to reading improvement that entails conducting an analysis of students' unique needs, developing an understanding of the influence of poverty on reading achievement, and examining the research base, especially concerning adolescent literacy (Neuman, 2008; Slavin, Cheung, Groff, & Lake, 2008). Teachers gain new knowledge, hone new skills, and change long-standing school processes so that students learn to read well (Parrett & Budge, 2012). A focus on literacy is paramount because it is the foundation for educational success, employability, community participation, individual confidence and well-being (Clarke and Dugdale, 2008). HIGH EXPECTATIONS: A teacher's high expectations play a primary role in closing the achievement gap (Coleman, et al., 1966; Rosenthal &
About a third of students feel about their teachers affects whether they are willing to exert themselves to succeed at learning (Kaplan & Owings, 2013). Thus, high-performing, high-poverty schools create a mind-set of high expectations with a verbalized belief that every student can and will achieve at high levels in school (Parrett & Budge, 2012). This includes creating a ‘no excuses’ culture that fosters personal communication between teachers and students, provides consistent rules and procedures when responding to negative behavior, and reinforces better grades, greater knowledge, more developed skill sets and more mature and responsible behavior (ODE, OSU & Ohio Business Roundtable, 2012). DATA-DRIVEN & ASSESSMENT-LITERATE CLASSROOMS: Research has shown that using data to inform instructional decisions leads to improved student performance (Wohlstetter, Datnow, & Park, 2008). However, it is not the quantity of the data that counts, but how it is used (Hamilton et al., 2009). In other words, schools that are successful in closing the achievement gap continuously seek or create solutions to the challenges posed by poverty and are encouraged to take risks (Parrett & Budge, 2012). They do so by using data to identify a problem, gather and analyze data, provide goal setting, support implement strategies and evaluation—because teachers are curious about their practice and are eager to innovate. AUTHENTIC FAMILY ENGAGEMENT: According to a study of the Chicago Public Schools by the Carnegie Foundation for the Advancement of Teaching, "Relationships are the lifeblood of activity in a school community" (Bryk, et al., 2010). Yet in order to be successful, such relationships require trust, which is developed through day-to-day social interaction where educations, students and families express their commitment toward each other as validated by actions (Parrett & Budge, 2012). This type of relational trust is critical to the success of high-poverty, high-performing schools because it directly impacts student motivation and achievement (Bryk, 2003).

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.*

**OUTCOME 1:** Consortium schools participating in the “Disrupting Poverty in Ohio” Initiative annually experience a 1-3% reduction of students in poverty needing to be placed on a Reading Instruction Management Plan (RIMP), and a 1-3% reduction in school-based special education costs. OUTCOME 2: Consortium schools experience an annual 1-3% reduction in students referred to instructional teams and summer school for academic and behavioral support, annually lowering the cost of intervention services in each school by 1-3%. OUTCOME 3: Absenteeism and truancy rates for students in poverty within Consortium schools drop annually 1-3%, lowering the cost of intervention services in each school by an annual 1-3%. OUTCOME 4: Consortium high schools see a 1-3% reduction in their delayed or extended graduation rate, and a 1-3% increase in the graduation rate on an annual basis for students in poverty.

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.*

Achieving spending reductions that counter the effects of poverty requires consortium schools participating in the Disrupting Poverty in Ohio Initiative to build leadership capacity, maintain learning as a focus, and create learning environments that are healthy, safe, and supportive for everyone. Thus school-based Leadership Learning Teams will become conversant in “Poverty Literacy” and develop individualized...
iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

The Disrupting Poverty in Ohio Initiative changes the way consortium schools ‘do business’ by impacting the achievement gap— which in turn produces savings in student intervention services. The underlying framework supporting the initiative is action planning. According to the 2012 "Failure Is Not an Option" Report published by ODE, the Ohio Business Roundtable, and The Ohio State University, high performing schools are primarily successful because their work is based on action planning. Even Ray Silverstein in his article "Creating an Action Plan Now" (Entrepreneur, 2009), states that the action plan is “the number one secret to effective goal setting; regardless of what your goal is, the key to reaching it is always the same. The best, perhaps the only, way to turn an abstract goal into an attainable reality is to create an action plan; a nitty-gritty, no-nonsense action plan.” Many schools located within high poverty communities throughout the U.S. have sustained improvements in student success that positively impact achievement test scores, graduation rates, attendance rates, and behavior measures (Parrett & Budge, 2012). These schools affect turnarounds because they make tough calls about resources and how they are to be used to overcome the powerful and pervasive effects of poverty on student learning (Bryk, 2010). They foster collaboration through action planning focused on key performance areas to guide their work. Such planning is not stagnant but constantly reinforced through continuous communication and accountability (Parrett & Budge, 2012). It also allows for the prioritization of time and resources spent on tasks, and creates a bond of trust within teachers and their principals who are aware of their individual roles for closing the achievement gap. According to Mr. Silverstein, "Achieving your goals, even big goals, doesn’t require brilliance or talent. It does, however, require determination and tenacity, and most of all, a realistic action plan" (Entrepreneur, 2009). Ensuring that action plans are realistic requires determined leadership team that knows how to nurture the trust needed to sustain the hard work of school improvement in schools (Bryk, 2010). Thus, Action Plans will be shared with all staff within consortium schools so everyone understands the expectations of teachers, principals and school district support staff. The Cuyahoga County ESC will also oversee Principal Leadership Learning Coaches who are experienced in action planning and who can work with school-based Teacher Leadership Teams to ensure Disrupting Poverty in Ohio Action Plans are implemented within their school budgets.

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

In order to ensure that realistic cost reductions under the Disrupting Poverty in Ohio Initiative occur and are documented, William Parrett and Kathleen Budge will coach school-based Teacher Leadership Teams on how to develop an evaluation or logic model component to their Action Plans that uses data-driven decision making to document and monitor progress of the Initiative subsequent to the initial grant year. This includes identifying cost savings opportunities related to closing the achievement gap, and stabilizing cost controls by improving the way costs are managed so that both continuous improvement and sustainability can occur.
In the regular use of data in the classroom planning process generates efficiencies, costs savings, and optimal planning outcomes. Therefore, in order for data-based decision making to be meaningful, teachers participating in the Disrupting Poverty in Ohio Initiative will understand how the use of data helps them to close the achievement gap through proper use of formative, benchmark, and interim assessments aligned to instruction (Johnson, 2012; Hattie, 2012; Mandinach & Sharnell, 2012). Teachers develop data literacy skills that allow them to: (a) bring together a variety of data sources, such as external assessment, benchmark or common assessment, and classroom assessment data, (b) use a decision-making process that enables participants to build on previous sessions and not repeat the same issues over and over, (c) use convenient and easy-to-use templates to record results, (d) dig down into the data to uncover whole class strengths and weaknesses as well as individual students’ learning needs, (e) identify enrichments and interventions for students that can be re-directed frequently if they are not working, and (f) provide instructional improvements that are carried out at a high level of quality. Allowing teachers to develop data literacy skills is not just a professional development matter, but a commitment to fostering a learning organization focused on closing the achievement gap within high poverty schools. (See the article "Why Data-Based Decision Making Is Best Done at the Teacher Team Level" http://mdk12.msde.maryland.gov/process/cfp/Key_Understandings_d.html.) In addition to data-based decision making, principal and teacher training combined with an online networking portal will produce significant cost savings to the consortium districts. For instance, according to a 2011 Johns Hopkins study of the National Institute for School Leadership Executive Development Program on School Performance in Massachusetts, a professional development model that combines principal leadership training with a train-the-trainer approach costs 1/10th of the usual professional development model. (See http://www.nisl.net/proven-results/summary-of-key-results/) The Center for American Progress, in its report titled "Teaching Children Well New Evidence-Based Approaches to Teacher Professional Development and Training" also states that cost-effective training approaches for closing the achievement gap include online, individualized coaching and a library of highly focused video clips for observing effective and actual teacher practice in the classroom that not only focus on skill development, but closely link assessment with improvement (Plaxtia, 2011). All of these efforts-which are critical to the success of the Disrupting Poverty in Ohio Initiative-will help teachers to improve student learning, build their capacity to enhance the teaching and learning process and result in better allocation of scarce resources within classrooms.

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.

The percent of funds spent on classroom instruction based on 2014-15 State Report Card data include: (1) Bedford City School District = 58.8%; (2) Orange City School District = 66.6%; (3) North Olmsted School District = 68.8%; (4) Waterloo Local School District = 64.2%, and (5) Wickliffe Local School District = 52.2%. It is anticipated that implementation of the Disrupting Poverty in Ohio Initiative will increase these percentages annually by 2-3%.

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.*

**INDICATOR 1:** Combine an efficient and cost-effective combination of principal leadership training with a train-the-trainers approach that focuses on use of an online networking portal, resulting in annual 20% savings in professional development costs for each consortium school district.

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

In order to ensure that realistic cost savings under the Disrupting Poverty in Ohio Initiative are documented, William Parrett and Kathleen Budge will coach school-based Teacher Leadership Teams on how to develop an evaluation or logic model component to their Action Plans that use data-driven decision making to monitor the efficiency of professional development cost expenditures during years 1-5 of the Initiative. This includes identifying professional development cost savings opportunities related to closing the achievement gap and the reinvestment of physical and material resources back into consortium school budgets. Principals and Teacher Leadership Teams will annually evaluate the success of their Action Plans to determine if cost savings and reallocation of resources have occurred and if not, reassess teacher data-based decision making protocols and/or leadership training and make necessary adjustments where appropriate.

### 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.*

**OUTCOME 1:** During the grant year, Leadership Learning Teams (teachers and principals), district staff, superintendents and school boards attend a 2-day ASCD "Disrupting Poverty Training" workshop facilitated by the Cuyahoga County Educational Service Center (ESC).

**OUTCOME 2:** Establish and maintain a Leadership Learning Network or executive development program for principals. OUTCOME 3: The Cuyahoga County ESC deploys Leadership Learning Coaches into consortium schools to help Leadership Learning Teams develop 25 Action Plans demonstrating a shared leadership model. OUTCOME 4: All consortium school teachers will be trained under a train-the-trainer approach by their respective Leadership Learning Teams. OUTCOME 5: Consortium schools will participate in a national study being conducted by William Parrett and Kathleen Budge focused on implementation efforts of high-poverty, high performing schools in the U.S.

**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.

Leadership is an essential ingredient for ensuring that schools overcome the challenges of poverty. In fact, leadership can impact educational reform efforts in ways nothing else can. Although teachers are on the front lines of learning, principals at the school level and superintendents at the district level are also uniquely positioned to provide a climate of high expectations, a clear vision of powerful teaching and learning, and the means for everyone in a school system to realize that vision. Therefore, in order for a reform effort to be successful, leaders at all levels must aspire to create an academic sense of responsibility, intensity, and urgency along with the building of a school culture of high expectations focused on closing the achievement gap (Fisher, Frey, Pumppian, 2012; ODE, OSU, Ohio Business Roundtable, 2012). This requires a broad, coordinated effort by school boards, superintendents, principals and teachers to improve upon leadership, which is the pathway to last.

**iii.** Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported.
The consortium schools participating in the Disrupting Poverty in Ohio Initiative recognize that poverty matters. Poverty is not to be used as an excuse, but rather as a purpose to design a system of education that motivates and excites all children about learning, keeps them in school, and provides them with the hope and knowledge for a successful future. Therefore, under the Initiative these school districts remain committed to addressing the effects of poverty and reducing the achievement gap within their schools through the support of strong leaders who truly believe in, and demand, success for all students. For instance, the Orange City School District has developed a Community Connectedness Committee comprised of community members and school district personnel committed to removing non-academic barriers to student achievement. The work of this community partnership includes the sponsorship of school trips, payment for extra-curricular, food, housing and clothing needs for students. At the Bedford City School District, the effects of poverty are apparent from their reading scores. After analysis of state and MAP trend data, it became apparent that literacy was suffering throughout the district, where more than 50% of students were below grade level in every grade. Students entering kindergarten were 1.2 RIT points behind typical peers, but the numbers grew significantly through kindergarten and 1st grade to a point where by winter of 1st grade students were 7.8 RIT points behind. Thus the district started a STEPS for SUCCESS program where certified tutors provided reading interventions to grades K-6 using the Leveled Literacy Intervention Program from Fountas and Pinnell. Even the North Olmsted City School District is doing its part by implementing a standard protocol Response to Instruction and Intervention framework that includes systematic supports for reading with multisensory programs such as Wilson Fundations, Wilson Reading system and MTA. The district also is engaged in social justice, by closely examining current programming and access and opportunity for all students. Yet implementing these initiatives cannot occur without leadership Leadership is the catalyst that transforms schools. In fact, research has repeatedly linked institutional success to leaders who hold a strong vision for their organization, engage staff with inclusive management practices and always stay focused on organizational goals and outcomes (Bryk, et al. 2010). But transformation cannot occur unless school districts become serious about preparing and supporting school leaders. This requires a training effort that supports leaders to administer, manage, AND lead-meaning they can set a vision for student learning and create a climate in which teachers can learn-which best occurs through action planning (Leithwood, et al. 2004). In addition, leaders need to supported by knowledgeable professionals who have the coaching skills and commitment to provide real benefits to principals (DeVita, 2007). Such coaches can assist principals with ongoing and on-site leadership training that reduces isolation and builds skills, shows principals how to allocate resources to meet the needs of their schools, and guides them in reviewing the right data for accurately guiding teachers and students. The goal is to develop a school culture that is openly and purposely discussed, assessed, and developed so as to create a unified and coordinated approach to teaching and learning based on trust.

iv. List the specific indicators that you will use to maintain progress toward your desired outcomes. *These should be measurable changes, not the accomplishment of tasks.*

**Example: consolidation of transportation services between two districts.**

**INDICATOR 1:** During the grant year, consortium teachers, principals, select district staff, superintendents and school board members complete a 2-day ASCD "Disrupting Poverty Training" workshop. **INDICATOR 2:** Principals participate in quarterly Leadership Learning Network meetings facilitated by the Cuyahoga County ESC. **INDICATOR 3:** During the grant year, the Cuyahoga County ESC deploys 5 part-time Leadership Learning Coaches into consortium schools (25 hours/week/Coach) to help Leadership Learning Teams develop and implement 25 school-based Action Plans. **INDICATOR 4:** By 2017 all consortium school teachers are fully trained under a train-the-trainer approach by Leadership Learning Teams. **INDICATOR 5:** During implementation years of the grant select consortium schools associated with the Disrupting Poverty in Ohio Initiative participate in a national ASCD study conducted by William Parrett and Kathleen Budge focused on implementation of high-poverty, high performing schools.

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.**

**DATA POINT 1:** 424 consortium teachers, principals, district staff, superintendents and school board members attend a ASCD "Disrupting Poverty Training" workshop during the first year of the grant as shown by sign-in forms and exiting surveys. **DATA POINT 2:** 25 principals participate 6 Leadership Learning Network meetings during the first year of the grant as shown by sign-in forms and exiting surveys. **DATA POINT 3:** 5 Leadership Learning Coaches work with 25 Leadership Learning Teams (or 90 teachers and 15 principals) to create and implement 25 Action Plans during the first year of the grant. **DATA POINT 4:** All 25 consortium school teachers are fully trained under a train-the-trainer approach by their respective Leadership Learning Teams by 2017. **DATA POINT 5:** A minimum of 5 and a maximum of 25 consortium schools participate in the national study during implementation years of the Disrupting Poverty in Ohio Initiative.

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

The purpose of the Disrupting Poverty in Ohio Initiative is to create "challenging learning opportunities such that every child, regardless of characteristics and educational needs, is given the requisite pedagogical, social, emotional, psychological and material supports to achieve the high academic standards of excellence that are established" (Brown, 2010). Therefore, the five school districts associated with the Disrupting Poverty in Ohio Initiative will use Equity Audits to compliment the 'Disrupting Poverty in Ohio' Action Plans developed by their schools. The Equity Audits and Action Plans will be used to gauge improvement in reading scores, high expectations, data-driven and assessment-literate classrooms and relationships with parents and to provide adjustments where necessary. Through use of Equity Audits, quantitative data is/will be collected to scan for systemic patterns of equity and inequity across multiple domains of student learning and activities within schools. The results of the Equity Audits will be used to formulate the Action Plans, which will include assessing the success of marginal groups in light of Annual Measurable Objectives (AMOs). Specific areas of focus will include determining: (a) whether students are succeeding, regardless of income, race, ethnicity or disability; (b) how performance of student groups in consortium school districts and schools compare to state targets; (c) why groups of students are not succeeding; (d) whether every group of students are proficient. Results will be used to make instructional changed for groups that are not succeeding.

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
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)

[b]Enter Budget[/b]

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.

962,700.81 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.

BUDGET ITEMS: (A) Disrupting Poverty Training (2-day event): 350 attendees (288 teachers + 25 principals + 5 superintendents + 20 central office/board + 12 coaches/ESC personnel). Cost for the 2 Trainers (Parrett & Budge) = $12,500/day; 2 sessions (175 attendees/session) x 2 days x 2 trainers x $12,500/day = $50,000. Cost for Teacher Attendees: 350 attendees x $100/day stipend = $35,000. (B) Principal Leadership Training and Networking Sessions: 25 principals x $3,000/principal stipend (training fees, time etc.) = $75,000. (C) Materials: Turning High-Poverty Schools into High-Performing School Books ($20.00) x 350 individuals = $7,000. (D) Coaching Support: 5 Leadership Coaches (ESC): [2 Coaches (100 days each - PT Salaries) = 79,560] + [2 Coaches (Benefits) = $37,874] + [3 Coaches (daily 100 days x $500.00) = $150,000]. (E) Leadership Teams Follow Up Training: 25 leadership teams. Number of individuals per team: 7 (6 teachers + 1 principal). Total Number of Attendees = 175. Training Sessions 3 (2 days in winter/1 day spring) = [2 Trainer Cost Per Strategies Session: $12,500 x 3 = $37,500] + [175 attendees x $100/day subs x 3 days] = $52,500. Plus Logic Model and Instrument Development w/Parrett/Budge: 8 days @ 4,500 a day = 36,000 + [3 days design/data review w/coaches @ 4,500 a day = $13,500] + [5 onsite visits/trainings (1 trainer @ $4,500) = $22,500] (F) Leadership Coordinator (ESC) = 1 FT Leadership Coordinator Annual Salary: $70,000 + $20,000 (fringe) = $91,000. (G) Network via Online Portal: Develop via consultant at $19,890 (50 PT days) + $9,469 (fringe) + add'l $25,000 misc. consultant services: 25 schools = $50,000 (equipment, installation & training) (H) Development of Equity Plans/Surveys: $15,000/district to Develop Equity Plan x 5 districts = $75,000. (I) Fiscal Services: $46,830.81 (J) Evaluator: $75,000 includes Stipend + (Q methodology) + (12 same day/same class- classroom observations and focus groups).

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

| 0.00 a. | Sustainability Year 1 |
| 0.00 b. | Sustainability Year 2 |
| 0.00 c. | Sustainability Year 3 |
| 0.00 d. | Sustainability Year 4 |
| 0.00 e. | Sustainability Year 5 |

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

There would not be any additional operating costs for the districts, each district would re-prioritize their existing professional development budget within contracted services to include the costs incurred in engaging the facilitator for ongoing professional development in disrupting poverty.

50.0 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 to staff counts; salary/benefits; equipment costs, etc.

The district will not see any increased expenditures to continue the project, but will instead re-purpose existing professional development funds towards the continuation of the training. In addition, cost savings can be shown by the hours principals and teachers have added back to their day (after the 1st year of coaching support). They would be doing business smarter, not harder, due to action planning and building of their leadership capacity.

50.0 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.

Most of the expenses associated with the Disrupting Poverty in Ohio Initiative are one-time (grant year only) costs associated with: (a) ASCD training facilitated by William Parrett and Kathleen Budge, (b) Leadership Learning Network training for principals, (c) Leadership Coaches assisting Leadership Learning Teams in their development and implementation of Action Plans, and (d) online networking development costs. The only expenses incurred by the 25 consortium schools during the sustaining period of the Initiative involve costs associated with the "train-the-trainer" model provided by Leadership Learning Teams, which is a cost effective form of professional development. Therefore, after the grant funding ends, each consortium school will experience actual savings as a result of the train-the-trainer model and as a result will place them back into their school budgets so as to sustain classroom-related strategies. If actual savings are not realized during a particular grant year, the consortium schools will re-prioritize their existing professional development budgets and associated contracted services to effect necessary changes in accordance with the objectives of the Initiative.

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 2016-2017

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

The foundation of the Disrupting Poverty in Ohio Initiative is the 'Disrupting Poverty in Ohio' Action Plan. To ensure the proper design of Action Plans, Leadership Learning Teams will work with ASCD experts William Parrett and Kathleen Budge and Leadership Coaches to discuss what students have to learn, and what supports they need from the school system to foster a healthy, safe and supportive environment. Decisions will be guided by data-analysis (i.e., report cards, assessments) to ensure timely and accurate information informs school and classroom leaders to set goals and benchmarks, monitor progress, and make midcourse corrections. More importantly, the leaders will identify strategies for the design, and successfully implementation of needs-driven instruction and interventions for closing the achievement gap. The structure of the Action Plans will follow the 'Sixteen Strategies For Disrupting Poverty' found under "Turning High-Poverty Schools into High-Performing Schools" (Parrett & Budge, 2012). They include: CATEGORY 1 (Foster a Healthy, Safe, and Supportive Learning Environment) includes the following sections: (1) Eliminate Blame, (2) Establish A Safe Environment, (3) Develop an Understanding of Poverty, (4) Level The Playing Field, (5) Use Structures/Processes that Promote Relationships, (6) Engage Parents/Families As Partners, CATEGORY 2 (Focus on Learning) includes the following sections: (7) Develop a Common Instructional Framework (including common assessments to guide instruction), (8) Teach Every Student to Read Proficiently, (9) Confront & Eliminate Tracking/Ability Grouping, (10) Provide Additional Quality Instructional Time, (11) Promote Engagement and Ownership, (12) Job-embedded Professional Learning, CATEGORY 3 (Build Leadership Capacity) includes the following sections: (13) Go Back... Find The Time, (14) Use Effective Hiring/Retention Practices, (15) Confront & Eliminate Low Expectations, and (16) Consider Your Budget A Moral Document.

22. Implementation(grant funded start-up activities)

a. Date Range 2016-2017
TIMELINE: The Disrupting Poverty in Ohio Initiative training program will be implemented as follows: - FALL '16: Provide 2-day ASCD "Disrupting Poverty Training" for all consortium teachers, principals, selected district staff, superintendents and school board members. - SEP-NOV '16: School-based Leadership Learning Teams develop Action Plans. - SEP '16-JUN '17: School-based Leadership Learning Teams meet on-site with Leadership Coaches for deeper professional development focused on the standards. Principals meet on-site regularly and separately with Leadership Coaches. Leadership Learning Network for school principals meets once a month at the Cuyahoga County ESC. - NOV-DEC '16 & FEB-APR '16: School-based Leadership Learning Teams meet at the Cuyahoga County ESC for 3 follow-up ASCD "Disrupting Poverty: Deeper Deeper into the Strategies Training" and one job-embedded onsite sessions facilitated by William Parrett and Kathleen Budge. Emphasis on the train-the-trainer approach. - JAN-JUN '17: Leadership Learning Teams, supported by Leadership Learning Coaches, implement school Action Plans by piloting, demonstrating and modeling standards-based practical and novel strategies that promote high expectations. y oglonohenni NETWORKING: Action Plans will be implemented in the 25 consortium schools by the Leadership Learning Teams through piloting, implementing and modeling. The teams will be supported in their efforts through the creation and maintenance of a custom-designed "Online Leadership Learning Consortium." Managed by the Cuyahoga County ESC though a secure portal on its website, teachers will have access to online tools and distance instruction such as webinars, model instructional videos, along with best practice publications, an online "Disrupting Poverty in Ohio" newsletter, and guidance from the ASCD experts William Parrett and Kathleen Budge that encourages them to network together and share ideas and strategies that address poverty in Ohio.

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

a. Date Range 2017-2022

b. Scope of activities - include all specific completion benchmarks

Leadership Learning Teams will implement a train-the-trainer model for all teachers in their schools over a two-year period adhering to the school Action Plan. The teams will determine the rollout schedule for their schools (e.g. number of classrooms/grade levels per year) that will ensure efforts become systemic across school buildings and districts. Teachers will be guided on how to implement strategies and tools (and data-driven procedures) that increase knowledge and skills for closing the achievement gap for students in poverty. Depending on the professional development offered, it will sometimes occur outside the classroom with the assistance of external experts; however, most will be embedded it the daily work of teachers. Decisions will be guided by data-analysis (ex: report cards, assessments, decision framework) to ensure timely and accurate information is gathered that informs school and classroom leaders to set goals and benchmarks, monitor progress, make midcourse corrections, and perhaps most importantly, identify strategies, design, and successfully implement needs-driven instruction and interventions. Consortium school district superintendents or their representatives will participate in quarterly Steering Committee meetings to oversee the work of consortium schools under the Disrupting Poverty in Ohio Initiative. A Leadership Coordinator, hired by the Cuyahoga County ESC, will support the committee by monitoring the progress of the Initiative, coordinating all off-site training, maintain communication between school districts Learning Leadership Teams, oversee the work of the Learning Leadership Coaches (headquarters at the Cuyahoga County ESC), and the development and maintenance of the "Online Leadership Learning Consortium" website portal. The Cuyahoga County ESC will also serve as the fiscal agent of the Initiative, and will be responsible for ensuring timely submission of expenditure reports and documentation about the Initiative to ODE.

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 Disrupting Poverty in Ohio Initiative will support whole-system accomplishments and foster a sense of community where teachers reach out to help each other whenever it is called for. It also requires consortium school district offices to become support systems for school-based leaders engaged in endeavors to improve teaching and learning. They will depart from business as usual by following the conditions identified by Meredith Honig and Mike Copeland in their 2010 study called "Central Office Transformation for District-Wide Teaching and Learning Improvement." The conditions include: (a) Focusing the work of the central office centrally and meaningfully on improvement of teaching and learning, (b) Engaging everyone in the effort, even personnel whose function had not been traditionally defined as connected to teaching and learning, (c) Calling upon central office personnel to fundamentally restructure their relationship with schools so that their daily work was in the service of schools' efforts to improve teaching and learning, and (d) Aiming to transcend programs or initiatives, in contrast to reforming the district office for the purpose of implementing a particular program. At the district-level, consortium principals will give Leadership Learning Teams reasonable autonomy to develop and test instructional practices, to figure out how to organize and collaborate, and to determine how to best utilize and work with tutors, coaches and intervention specialists. Teachers within consortium schools will continuously engaged in inquiry related to what is working for students and what is not. This in turn will inform what needs to be learned by the adults in the building and how the school, as a system, can get better at what it does. Teachers and principals will also facilitate trust with families about high expectations and the need for high standards in education.

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.
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.

RESEARCH-BASED SUPPORT LITERATURE: The purpose of the Disrupting Poverty in Ohio initiative evaluation is to increase the prospect for successful realization of its goals. Specifically, through the collection and communication of data, evaluation empowerment (Fetterman, 2015), applied in this evaluation seeks to provide "program stakeholders with tools for assessing the planning, implementation, and self-evaluation of their program" (Wandersman, et.al., 2005). The architecture for the investigation will be built around "Turning High Poverty Schools into High Performing Schools" (Parrett & Budge, 2012). The framework of Parrett and Budge will be supported by additional noted research literature on the topic (Jensen, 2013; Gorski, 2013). Additionally, this initiative documents educators' perceptions of poverty. Beliefs embraced by educators color their perceptions and subsequent classroom teaching (Pajares, 1992); consequently, research literature on educators' beliefs will also inform this study. PURPOSE: Collect, analyze and communicate data regarding fidelity to the implementation framework and build capacity for sustainability of the initiative. Include both qualitative measures and descriptive statistics to chronicle the story of the initiative and describe the participants' perceptions of poverty, chronic school-wide changes, and delineate changes in classroom practices. DATA COLLECTION: A combination of data collection procedures will be implemented to inform this initiative and provide data from which stakeholders can build capacity to sustain the project. An online participation survey questionnaire triad will be developed reflective of the research literature. The questionnaire will be field tested with educators not involved in the project and will undergo expert review in anticipation that constructed items will "mean the same thing to all respondents; moreover, responses to the questions would be a task that all respondents could perform" (Fowler, 2002). Data collection from this triad of survey questionnaires will be analyzed to offer the following: (1) insights into educators' beliefs about poverty; (2) changes in policy to disrupt the effects of poverty; and (3) classroom manifestations and practices resulting from these beliefs. Data will be configured in frequency percentages offering descriptive statistics. Focus group interviews will also be employed (at the DLT and BLT level) following a protocol in concert with Fetterman’s evaluation empowerment approach. As Stewart and Shahmiri's (2011) model suggests focus groups permit participants and researchers to interact and elicit deeper meaning in an informal flexible environment. Focus groups will serve as a form of member checking, allowing participants to comment on understandings emerging from the questionnaire. An observational inventory protocol will be constructed and implemented at each professional development session, providing a means to document the process of the initiative. Project documents, network discussions, resources, and artifacts will be collected, coded and reviewed through a qualitative content analysis (Schreier, 2012).

OPTIONAL: Two optional methodologies may be employed: (1) Investigation of participants' beliefs through Q methodology study. The defining sort criteria may be "most like my beliefs" and "least like my beliefs." Q methodology is an appropriate choice to determine the various perspectives and consensus within a group (Ramlo, 2008) and provides the vehicle for uncovering and identifying the range of participants' subjective opinions regarding a specific topic of investigation (Stephenson, 1953). (2) Create classroom practice observation scale and selected classroom visits to conduct the classroom observations. During classroom visits it may be possible to engage students in focus groups detailing classroom practices.

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 Disrupting Poverty in Ohio Initiative is both a scalable and cost-effective training program that can be implemented within a year at a school. It is supported by the superintendents of the consortium, which will sharply reduce behavioral resistance to a new way of doing business. The Cuyahoga County ESC will provide leadership, oversee the quality of implementation, and obtain resources to support the implementation of the Initiative. Also, the ESC’s partnerships with other ESC’s, local government, community agencies and a regional network of 15 institutions of higher education put it in a unique position to promote the initiative. More importantly, consortium schools will participate in a national case study about reducing the effect of poverty and the closing of the achievement gap facilitated by William Barrett and Kathleen Budge. The case study, as a methodology, will be minimally invasive in terms of the requirements in places on the consortium schools. It will entail three types of data gathering-observation; interviews, surveys, and/or focus groups; and document reviews. Observations will be conducted of daily activities in the consortium schools. These observations will be primarily conducted by ESC Leadership Learning Coaches trained in the Framework for Action (from Turning High Poverty Schools into High Poverty Schools) and working on-site with each of the participating schools, and observational data may be gathered by William Barrett and Kathleen Budge. Data will include information that is typically used by schools or districts as they close the achievement gap in literacy (e.g., test scores, evaluations of interventions, PLC notes, parent surveys, staff surveys, etc.); however, there may be a need to gather additional data in the form of interviews and/or focus groups. Finally, the documents reviewed by the evaluation team may include planning documents, meeting agendas, newsletters, websites, etc.

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.
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). Paula Kucinic Director Professional Development and Technology Cuyahoga County Educational Service Center
## Consortium Contacts

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
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<th>Delete Contact</th>
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<tbody>
<tr>
<td>Joseph</td>
<td>Spiccia</td>
<td>(440) 943.6900</td>
<td><a href="mailto:joseph.spiccia@wickliffeschools.org">joseph.spiccia@wickliffeschools.org</a></td>
<td>Wickliffe City</td>
<td>045088</td>
<td>2221 Rockefeller Rd, Wickliffe, OH, 44092-2020</td>
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<tr>
<td>Mary Ann</td>
<td>Strenk</td>
<td>(440) 786-3509</td>
<td><a href="mailto:mstrenk@bedford.k12.oh.us">mstrenk@bedford.k12.oh.us</a></td>
<td>Bedford City</td>
<td>043562</td>
<td>475 Northfield Rd, Bedford, OH, 44146-2201</td>
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<tr>
<td>Aaron</td>
<td>Walker</td>
<td>(330) 947-0033</td>
<td><a href="mailto:awalker@viking.portage.k12.oh.us">awalker@viking.portage.k12.oh.us</a></td>
<td>Waterloo Local</td>
<td>049247</td>
<td>1464 Industry Rd, Atwater, OH, 44201-9349</td>
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<tr>
<td>Anne</td>
<td>Pyros</td>
<td>(440) 779-3511</td>
<td><a href="mailto:anne.pyros@nocseagles.org">anne.pyros@nocseagles.org</a></td>
<td>North Olmsted City</td>
<td>044529</td>
<td>27425 Butternut Ridge Rd, North Olmsted, OH, 44070-3154</td>
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<tr>
<td>Kershini</td>
<td>Naidu</td>
<td>(216) 831-8600</td>
<td><a href="mailto:knaidu@orangecsd.org">knaidu@orangecsd.org</a></td>
<td>Orange City</td>
<td>046581</td>
<td>32000 Chagrin Blvd, Cleveland, OH, 44124-5922</td>
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<tr>
<td>Pat</td>
<td>Okenica</td>
<td>1 (800) 933-2723</td>
<td><a href="mailto:pokenica@ascd.org">pokenica@ascd.org</a></td>
<td>Association for Supervision and Curriculum Development</td>
<td></td>
<td>1703 North Beauregard Street, Alexandria, Virginia, 22311-1714</td>
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<tr>
<td>Kathleen</td>
<td>Budge</td>
<td>(208) 866-3045</td>
<td><a href="mailto:kathleenbudge@boisestate.edu">kathleenbudge@boisestate.edu</a></td>
<td>Parrett Associates</td>
<td></td>
<td>2066 Rockridge Way, Boise, Idaho, 83712</td>
<td></td>
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<tr>
<td>William</td>
<td>Parrett</td>
<td>2088663045</td>
<td><a href="mailto:kathleenbudge@boisestate.edu">kathleenbudge@boisestate.edu</a></td>
<td>Parrett Associates</td>
<td></td>
<td>2066 Rockridge Way, Boise, Idaho, 83712</td>
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<td>First Name</td>
<td>Last Name</td>
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<td>Responsibilities</td>
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<td>Prior Relevant Experience</td>
<td>Education</td>
<td>% FTE on Project</td>
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<tr>
<td>Sonya</td>
<td>Gordon</td>
<td>Curriculum Consultant</td>
<td>Will serve as one of the Disrupting Poverty in Ohio Initiative Leadership Coaches. Specifically, Ms. Gordon will provide consultative services to the consortium schools on the development and implementation of Disrupting Poverty in Ohio' Action Plans.</td>
<td>Ms. Gordon is a consultant with the Cuyahoga County Educational Service Center (ESC). Specifically, she consults with local school districts on the implementation of systematic curriculum enhancements that can be made in order to raise student achievement scores and leverage resources.</td>
<td>Before joining the ESC, Ms. Gordon was a Probation Officer for Summit County. She decided to return to school to pursue her life's goal of working in education, where she taught Science. She has held several key positions in educational administration. In 2002 Ms. Gordon became an Assistant Principal in Maple Heights City Schools. In 2004, she was hired as an assistant principal at John R. Buchtel Community Learning Center in Akron Ohio. She was promoted to principal in 2009. For the past six years as principal of John R. Buchtel she worked tirelessly to turn the school around. Buchtel was named a priority school by the Ohio Department of Education five years ago. During her tenure there, Ms Gordon focused on ensuring that Buchtel would move out of priority school status, which happened during the 2014-15 school year.</td>
<td>Bachelor's Degree (University of Akron); Sociology/Correction and Education Master's Degree (University of Akron)</td>
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<td>Nova Southeastern</td>
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Program Manager | experts Dr. Kathleen Budge and Dr. William Parrett related to implementation of their ASCD workshops called Disrupting Poverty Training based on the book "Turning High-Poverty Schools into High-Performing Schools" (Parrett & Budge, 2012). Provide other related consultative services on an as-needed basis as determined by the Cuyahoga County Educational Service Center. Consultant with PLATO Learning [2003 - 2006 (3 years)]: addressed professional development with internal and external customers and curriculum development; (ii) Regional Consultant with Lightspan Inc. [1998 - 2003 (5 years)]: includes professional development, coaching and facilitation expertise. (iii) Consultant with Scholastic [1996 - 1998 (2 years)]. (iv) Regional Consultant in South Florida. Consultant with PLATO Learning [2003 - 2006 (3 years)]: addressed professional development with internal and external customers and curriculum development; (ii) Regional Consultant with Lightspan Inc. [1998 - 2003 (5 years)]: includes professional development, coaching and facilitation expertise. (iii) Consultant with Scholastic [1996 - 1998 (2 years)]. (iv) Regional Consultant in South Florida.

| Lynn Hruschak, PhD | Curriculum Consultant | Dr. Lynn Hruschak will be the Leadership Coordinator of the Disrupting Poverty in Ohio Initiative through the Cuyahoga County Educational Service Center (ESC). She will coordinate all professional development training, assist Learning Leadership Teams in the development and implementation of their 'Disrupting Poverty in Ohio' Action Plans, oversee the work of the Learning Leadership Coaches (headquarters at the Cuyahoga County ESC), and ensure completion and maintenance of the 'Online Leadership Learning Consortium' website portal. Dr. Hruschak is OTES and OPES credentialed, trained in mentoring for the Resident Educator Program, and is a RESA evaluator. She is currently serving on the Ohio Department of Education Test Steering Committee and the Regional Network Leadership Committee for implementation of Ohio's Common Core and New Learning Standards. She has given professional presentations at such organizations as the International Reading Association Conference (IRA), Buckeye Association of School Administrators (BASA), Ohio School Board Association (OSBA). Dr. Hruschak is a curriculum consultant with the Educational Service Center of Cuyahoga County as well as the State Support Team (SST) Region 3. Prior to working at the ESC, Lynn worked with Tallmadge City Schools as the Director of Curriculum for 14 years. Her district work included development and implementation of a literacy framework, curriculum mapping, common assessment development, professional learning communities, implementation of College and Career Readiness that included Explore and Plan testing at the Middle School and High School along with individual planning.

| | | PhD, Kent State University; Curriculum and Literacy M.Ed., Kent State University; Early Childhood Education BA, Ohio Wesleyan University |
| Paula Kucinic | Director Professional Development and Technology | Oversee work of the Leadership Coordinator under the Disrupting Poverty in Ohio Initiative. Provide fiscal agent services that include: (a) Managing the implementation of the grant fiscally and programmatically; (b) Monitoring the implementation of the grant by any consortium members of the grant; (c) Reporting fiscal and programmatic data of the lead applicant and consortium members to the Ohio Department of Education's compliance system; (d) Providing information on the implementation and operation of the grant for replication purposes to the department; and (f) Performing an evaluation of project outcomes | Ms. Kucinic is currently the Director Professional Development and Technology at the Educational Service Center of Cuyahoga County, Ohio. She is certified to teach Elementary Grades 1-8 and currently holds an Administrative Specialist License in Curriculum, Instruction and Professional Development. | Ms. Kucinic is the Director for Professional Development and Outreach at the Educational Service Center (ESC) of Cuyahoga County. She is responsible for developing and coordinating professional development programs and projects. In addition to program planning, she assists in writing and securing federal and state grants, oversees multiple budgets and works collaboratively with the State Support Team-Region 3 in delivering and supporting high-quality technical assistance and professional development. She has worked in public education for nearly 20 years and prior to joining the ESC, Ms. Kucinic worked as a Professional Development Coordinator. | Bachelor of Arts from Ursuline College; Master of Education from Cleveland State University. | 10 |
through the sustainability period.

Dr. Budge is an associate professor of Educational Leadership in the Curriculum, Instruction, and Foundational Studies Department of Boise State University, where her research and scholarly activity focuses on educational leadership, leadership development, rural education, school improvement, and poverty. She also coordinates Boise State's Executive Educational Leadership Program. She has conducted numerous presentations at national and state conferences as well as published articles on these topics in such well-respected journals as The Journal of Research in Rural Education, Education Policy Analysis Archive, American Journal of Education, and Educational Leadership. She is co-author of the award-winning book Turning High-Poverty Schools Into High-Performing Schools (ASCD, 2012).

Prior to joining the faculty at Boise State, Dr. Budge served as the Assistant Superintendent for Teaching and Learning at Educational Service District 113 in Olympia, Washington. She provided leadership to 45 predominately rural school districts serving approximately 77,000 students. She led the development of a highly successful regional job-embedded professional development model and facilitated data-based improvement planning with more than 150 schools. Her leadership was recognized by the Washington Association of School Administrator's (WASA) Regional President's Award, the WASA Award of Merit, and the Washington Association of Educational Service Districts President's Award for significant contribution to the state's educational service agencies.

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Kathleen Budge, PhD

University Professor / Consultant

Provide consultative workshops at the Cuyahoga County Education Service Center and training sessions within consortium school districts addressing the Sixteen Strategies for Disrupting Poverty outlined in the book "Turning High-Poverty Schools into High-Performing Schools" (Parrett & Budge, 2012). Will also work with Teacher Leadership Teams in the development of 'Disrupting Poverty in Ohio' Action Plans and implementation of related strategies. Includes working with consortium in related case study work.

Dr. Budge is an associate professor of Educational Leadership in the Curriculum, Instruction, and Foundational Studies Department of Boise State University, where her research and scholarly activity focuses on educational leadership, leadership development, rural education, school improvement, and poverty. She also coordinates Boise State's Executive Educational Leadership Program. She has conducted numerous presentations at national and state conferences as well as published articles on these topics in such well-respected journals as The Journal of Research in Rural Education, Education Policy Analysis Archive, American Journal of Education, and Educational Leadership. She is co-author of the award-winning book Turning High-Poverty Schools Into High-Performing Schools (ASCD, 2012).

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Kelly Stukus
Curriculum Consultant

Will serve as one of the Disrupting Poverty in Ohio Initiative Leadership Coaches. Specifically, Ms. Gordon will provide consultative services to the consortium schools on the development and implementation of the 'Disrupting Poverty in Ohio' Action Plans.

Certifications include: Ohio Teacher Evaluation System Certified (Ohio Department of Education), Measures of Academic Progress Trained (Northwest Evaluation Association), Principal Certification K-8 (John Carroll University), Reading Endorsement K-12 (John Carroll University).

Ms. Stukus was a Race to the Top Regional Specialist with the Mahoning County Educational Service Center. In that role she consulted with local school districts on the role of the administrator and how to enhance building cultures so that there is a focus on classroom instructional practice. She also facilitated hands on professional development for teachers and administrators with a focus on the implementation of Ohio's Learning Standards and instructional shifts. Ms Stukus also worked for the Cleveland Heights-University Heights School District as a Coordinator of Elementary Education (supported the curricular needs of seven elementary schools in all subject areas), a Coordinator of Elementary Literacy (was responsible for ensuring district compliance through the Third Grade Reading Guarantee including the monitoring of assessment deadlines, ensuring parent notification and the creation of individualized Reading Improvement Plans), and a Title I Coordinator.

Bachelor of Arts in Education and Masters of Education from John Carroll University
<table>
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<tr>
<th>Name</th>
<th>Title</th>
<th>Position</th>
<th>Background and Experience</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Stephanie DeMichele</td>
<td>IT Consultant</td>
<td>Development and maintenance of the 'Online Leadership Learning Consortium' website portal.</td>
<td>Ms. DeMichele is currently the IT Specialist at the Wickliffe City School District. She oversees district technology integration operations, designs district-wide technology PD programs, and created a technology website for district teachers. She has also created original development of face-to-face, online, and blended PD opportunities for teachers, staff, and administrators. She oversees the district-wide implementation of its new website. Ms. DeMichele has an Administrative Licensure from University of Cincinnati and a Teaching Certification from Ursuline College (English 7-12). She is also a Betty C. Cope Award Winner (2016) - Ideastream Educational Advisory Council, and an Idea Talk Presenter.</td>
<td>M.A., English, and B.A., English, John Carroll University</td>
</tr>
<tr>
<td>William Parrett, Ph.D., University Professor / Consultant</td>
<td>Provide consultative workshops at the Cuyahoga County Education Service Center and training sessions within consortium school districts addressing the Sixteen Strategies for Disrupting Poverty outlined in the book &quot;Turning High-Poverty Schools into High-Performing Schools&quot; (Parrett &amp; Budge, 2012). Will also work with Teacher Leadership Teams in the</td>
<td>Dr. Parrett is the Director of the Center for School Improvement &amp; Policy Studies and Professor of Education at Boise State University. Dr. Parrett has received international recognition for his work in school improvement related to students who live in poverty. He has co-authored nine books, the most recent being the 2012 award-winning Turning High-Poverty Schools Into High-Performing Schools, written with Dr. Kathleen</td>
<td>Throughout his career, Dr. Parrett has worked to improve the educational achievement of all students, especially those less advantaged. Those efforts have positively impacted the lives of thousands of young people. His professional experiences include public school teaching and principalships, curriculum design and media production, and college leadership.</td>
<td>Ph.D. in Secondary Education from Indiana University</td>
</tr>
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development of 'Disrupting Poverty in Ohio' Action Plans and implementation of related strategies. Includes working with consortium schools in related case study work.

Budge, Dr. Parrett is a frequent speaker at international and national conferences, and his consultancies include state departments, boards of education, state and regional service providers, and school districts in 44 states and 10 nations.

teaching, research and publication. Dr. Parrett has served on the faculties of Indiana University, the University of Alaska and Boise State University. As Director of the Boise State University Center for School Improvement & Policy Studies (1996 to present), Dr. Parrett coordinates funded projects and school improvement initiatives that currently exceed $8 million annually. His research on reducing achievement gaps and effective schooling practices for youth living in poverty, and low-performing schools has gained widespread recognition. Dr. Parrett is the winner of 2013 Silver Excel Award for Best Technical Book (Association Media and Publishing). He has also co-authored Saving Our Students, Saving Our Schools, 2nd edition, (Corwin Press, 2008, Best Seller & Honorable Mention, National Education Book of the Year 2009), and The Kids Left Behind: Catching Up the Underachieving Children of Poverty (Solution Tree, 2007, Best Seller). He has authored numerous articles in national
Throughout his career, Parrett has worked to improve the educational achievement of all children and youth, particularly those less advantaged. Toward this goal, his efforts have resulted in the creation of numerous policies, programs and interventions designed to help educators, schools, communities, and universities benefit from research and best practice. These efforts have positively impacted the lives of thousands of young people, many of which live in poverty.

Joseph Spiccia is the superintendent of the Wickliffe City School District. Specific expertise includes grant writing and implementation experience, poverty training with Diversity Inc., leading of professional development programs, graduate school instructor at Kent State University and Ashland University. He introduced poverty training into Mentor High School when he was the principal of Mentor High School. Ms. Ramos previous experiences include: former superintendent of schools (Ledgemont), Mr. Spiccia has a Bachelor of Arts (B.A.), HPE from

<p>| Joseph Spiccia | Superintendent | Mr. Spiccia's previous experiences include: Superintendent of the Buckeye Local School District, Principal of Mentor High School and Hudson High School, Director of Human Resources for the Hudson City School District, and has been an assistant principal, teacher and coach. Ms. Ramos' previous experiences include: former superintendent of schools (Ledgemont), Mr. Spiccia has a Bachelor of Arts (B.A.), HPE from | See section above. | 20 |</p>
<table>
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<tr>
<th>Kershini Naidu</th>
<th>Director of Student Services</th>
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Ms. Naidu will oversee the work of the Disrupting Poverty in Ohio Initiative within the Orange City School District. She will serve as Single Point of Contact for the District for all aspects of the grant and coordination with the Educational Service Center. Fully participate in all professional development trainings with each Leadership Learning Team. Assist each School’s Leadership Learning Team with implementation of the Train the Trainer Model to systematically implement strategies to disrupt poverty and close achievement gaps. Coordinate Substitute teacher coverage for trainings as needed.

18 years of experience in education, seven years as a school psychologist, and the past 11 years in Pupil Services and central office administration focusing specifically on closing of achievement gaps between student populations. Supervisor of intervention and special education programs including mental health/school psychological/social work services and remedial and intervention service providers. Includes Administrative and Superintendent certifications through Ohio Dept. of Education.

Co-chair of district leadership team for the past 4 years which is comprised of central office administrators, principals, and teacher leaders. The focus of this committee is examination of student outcome data and educational programs including programs that support students who are economically disadvantaged. Chair of the community connectedness committee which is focused on removing non-academics barriers to academic success.

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<th>Name</th>
<th>Title</th>
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<th>Education/Experience</th>
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<tbody>
<tr>
<td>Anne</td>
<td>Pyros Assistant Superintendent</td>
<td>Ms. Pyros will oversee the work of the Disrupting Poverty in Ohio Initiative within the North Olmsted City School District. She will serve as Single Point of Contact for the District for all aspects of the grant and coordination with the Educational Service Center. Fully participate in all professional development trainings with each Leadership Learning Team. Assist each school's Leadership Learning Team with implementation of the Train the Trainer Model to systematically implement strategies to disrupt poverty and close achievement gaps. Coordinate Substitute teacher coverage for trainings as needed.</td>
<td>Strong instructional leader with over 20 years of administration experience in a variety of roles as an Elementary School Principal, Intermediate School Principal, Curriculum Supervisor, Director of Human Resources and Associate Superintendent. Westlake City Schools Director of Human Resources; Educator at North Olmsted City Schools. Ms. Pyros began her career as a student teacher at North Olmsted's Butternut Elementary. From there, she went on to serve in a variety of positions within the district-including middle school teacher, assistant principal, principal, learning resource supervisor and associate superintendent. Attending Dr of Ed in Leadership Program at Youngstown State Univ; M.A. in Educ, Baldwin Wallace Univ.; B.S. in Educ, Cleveland State Univ</td>
</tr>
<tr>
<td>Aaron</td>
<td>Walker Principal</td>
<td>Mr. Walker Pyros will oversee the work of the Disrupting Poverty in Ohio Initiative within the Waterloo City School District. He will serve as Single Point of Contact for the District for all aspects of the grant and coordination with the Educational Service Center. 6 years of successful administrative experience (leading teams, change initiation, communications, etc.); 14 prior years in the classroom.</td>
<td>Before coming to Waterloo, Mr. Walker was the assistant principal at West Branch Middle School for several years and was a music teacher and choir director before that. His top priorities are safety, positive relationships, academic excellence, and building a culture</td>
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<td>Name</td>
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<td>Mary Ann Strenk</td>
<td>Director of Data, Assessment and School Improvement</td>
<td>Fully participate in all professional development trainings with each Leadership Learning Team. Assist each school's Leadership Learning Team with implementation of the Train the Trainer Model to systematically implement strategies to disrupt poverty and close achievement gaps. Coordinate substitute teacher coverage for trainings as needed.</td>
<td>Ms. Strenk will oversee the work of the Disrupting Poverty in Ohio Initiative within the Bedford City School District. She will serve as Single Point of Contact for the District for all aspects of the grant and coordination with the Educational Service Center. She will participate in all professional development trainings with each Leadership Learning Team, assist each school's Leadership Learning Team with implementation of the Train the Trainer Model to systematically implement strategies to disrupt poverty and close achievement gaps. She will also coordinate substitute teacher coverage for trainings as needed. Ms. Strenk is the Director of Data, Assessment and School Improvement at Bedford City Schools, Ohio. She is a district level administrator who works with an administrative team to make positive district-wide school improvements. She trains staff on new initiatives; standards-based instructional practices; collection, analysis, and sharing of data to make decisions; research trends and best practices that apply to district needs; budget allocations toward overall goals; and creative problem solving. She is comfortable with technology, especially Microsoft Excel, Word, Publisher, PowerPoint, GoogleDrive/etc. She has set up software infrastructures, and trained users at all levels. Also maintain a web-site, Ms. Strenk served as the Director of Curriculum at Portage County Educational Service Center/Crestwood Local Schools and worked with its district administrative team to lead the district to excellence. She collected and analyzed data, research trends and products, train staff and creatively allocate expertise and resources for the overall benefit of students at Crestwood. Ms. Strenk also has served as a Middle School Math/Language Arts Teacher at Crestwood Local Schools, served on the Hiram Advisory Council and was a conference presenter at the OCTELA Ohio Council of Teachers of Language Arts.</td>
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<td>Name</td>
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<tr>
<td>Jaclyn</td>
<td>Gordon, PhD</td>
<td>Provide an independent evaluation of the Disrupting Poverty in Ohio Initiative.</td>
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<td>Evaluation consultant</td>
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<td>Dr. Gordon has over 25 years of experience in education; including, working in nonprofit organizations, public schools, and at the university level. At every level she has created opportunities for students to gain understandings of others who live in poverty. Early in her career she was instrumental in a teen book drive that resulted in gifting every student of an urban elementary school with free books for their summer reading. The efforts continued into her college-based classes where Dr. Gordon was awarded two grants. One allowed teacher candidates in her methods classes to engage urban kindergarten students with technology through &quot;Kidcasters&quot; and another to encourage urban ESL students to move from &quot;Crayons</td>
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<td>Dr. Gordon taught at the University of Akron for 10 years during which time she received her doctorate (2009) and continued as a Visiting Assistant Professor until retiring in 2013. She was the internal evaluator for the Ohio Performance Assessment Pilot Project (OPAPP, 2014). Currently she is the internal evaluator for two grants: (1) Collinwood High School Writing Center Project and (2) Continuing to Facilitate Students Transition from High School to University Writing. She has recently completed a three-semester investigation for Cleveland State University's CAEP evaluation investigating Teacher Candidates Perceptions of Their</td>
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<td>PhD from the University of Akron</td>
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Disaster Planning for \textit{Preparedness for the edTPA.}