

Budget

Mentor Exempted Village (045492) - Lake County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (109)

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

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		428,852.00	72,270.00	0.00	294,600.00	0.00	0.00	795,722.00
Support Services		0.00	0.00	100,000.00	0.00	0.00	0.00	100,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	37,800.00	62,400.00	0.00	100,200.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		428,852.00	72,270.00	100,000.00	332,400.00	62,400.00	0.00	995,922.00
							Adjusted Allocation	0.00
							Remaining	-995,922.00

Application

Mentor Exempted Village (045492) - Lake County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (109)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
PreK-1 Bridges to Literacy

2. Project Tweet: Please limit your responses to 140 characters.
PK-1 Bridges2Literacy develops partnerships 2 increase collaboration&communication with local preschools & parents to improve S achievement
This is an ultra-concise introduction to the project.

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

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

Grant Year				
549 Pre-K Special Education	504 K	501 1	2	3
4	5	6	7	8
9	10	11	12	

Year 1				
549 Pre-K Special Education	500 K	504 1	501 2	3
4	5	6	7	8
9	10	11	12	

Year 2				
549 Pre-K Special Education	500 K	500 1	501 2	504 3
4	5	6	7	8
9	10	11	12	

Year 3				
549 Pre-K Special Education	500 K	500 1	500 2	501 3
504 4	5	6	7	8
9	10	11	12	

Year 4				
549 Pre-K Special Education	500 K	500 1	500 2	500 3
501 4	505 5	6	7	8
9	10	11	12	

Year 5				
549 Pre-K Special Education	500 K	500 1	500 2	500 3
500 4	501 5	505 6	7	8

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

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

There will be 549 preschool students impacted each year this includes 129 of our own preschool students, and approximately 320 additional students in our attendance area. We arrived at that specific number based on 8 elementary schools working with 8 preschools at an average of 40 children per preschool. We have not factored in the preschool and daycare students that will be impacted through the open monthly professional development opportunities offered by the district.

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

First and last name of contact for lead applicant

Matthew Miller

Organizational name of lead applicant

Mentor Public Schools

Address of lead applicant

6451 Center Street

Phone Number of lead applicant

440-255-4444

Email Address of lead applicant

mmiller@mentorschools.org

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

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

Yes

No

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

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. The following questions will address specific outcomes and measures of success.

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

Currently, nearly 35 percent of children in the United States enter public school in an at-risk level for reading difficulties. Of the 19.6 million children in the country under the age of 6, 43% live in poverty. Nearly half of these children from low-income communities start first grade up to two years behind and are unable to catch up. The achievement gap for low socioeconomic and special education students continues to widen as students move through elementary school. Schools are lacking technology tools such as ereaders and apps to provide personalized learning for students. With more than 60 percent of mothers with children under five in the workforce, the majority of preschoolers now spend considerable time in childcare. One hundred twenty eight of our K students were identified at risk in the fall, and 68 of those students were economically disadvantaged. In addition, we have 879 K-5 grade students in our district who qualify for free and reduced lunch.

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

PreK-1 Bridges to Literacy project's components include: 1) Developing partnerships with local preschools, daycares and home providers 2) Developing effective systems to provide comprehensive, high quality professional development 3) Planning for effective parent engagement

and training 4) Improving the delivery and quality of student interventions through the use of technology and highly qualified teachers. We will improve early literacy skills of students entering kindergarten by building a bridge between our elementary schools and local preschools, daycares and home providers. The key to bridging the literacy gap is developing effective partnerships that foster collaboration, communication and common understanding of kindergarten readiness standards and effective language and literacy development. Local daycare providers and preschool teachers will attend monthly literacy training provided by Early Success Coaches. In addition to the monthly professional development (PD) for all, we will target 1 daycare/preschool within the boundaries of the 8 elementary schools. These 8 providers will be "adopted" by each school and receive weekly coaching from Literacy Success Coaches. These 16 coaches will be trained as literacy experts. Coaches will model lessons and provide formative feedback to enhance daycare/preschool staffs' literacy skills. Preschool/daycare staffs who attend monthly classes will be compensated for attending. Targeted daycares/preschools who participate in the PD and complete the literacy coaching, will receive a literacy endorsement from the school district. This certification will be awarded to the local daycare/preschool at a district board meeting. One of our preschool teachers is currently a part-time parent literacy trainer. She will continue to provide itinerant services for families of 4yr old children that do not attend preschool. Each month she provides literacy instruction for the 4 year olds, while the parents observe the lesson in our observation room. Another preschool teacher engages parents in conversations explaining the instructional strategies modeled. Parents are encouraged to duplicate and enhance lessons at home. We will expand this program by increasing the number of participating families and include home visits with families of children ages 3-4 to provide parent literacy training/coaching. Current achievement gaps will be addressed in K-1 by providing targeted PD for PreK-1 and special ed teachers. Teachers will complete online modules and attend face-to-face meetings on a monthly basis at their team meetings. Early literacy PD will be provided by our district literacy coaches and we will use the LETRS curriculum. This program is designed to help educators understand scientifically-based reading research, the structure of the English language, and explicit teaching methodologies for language, reading, spelling, and writing instruction. PD sharpens educators' abilities to diagnose why students are struggling and how to provide proven intervention. Targeted early intervention is needed to close student achievement gaps. K-1 at risk students will be identified using district benchmark assessments and certified reading teachers will be hired to provide high quality interventions. Students will be progressed monitored using running records. Student devices will be purchased to provide a ratio 2:1. Students will use technology to strengthen their literacy skills through the use of educational apps. Quarterly "Backpack Nights" for parents and children ages 3-5 will be provided to educate families on readiness skills. Families will receive literacy training and materials that can be practiced at home. Children will receive backpacks and rotate through stations where our literacy success coaches will model activities for families. Families will fill backpacks with materials at each station. An online video parent training library of activities will be created to provide additional support.

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.

Increased number of K-3 students who are "on track" status as measured by district benchmark assessments Decrease the achievement gap for economically disadvantaged and special education sub groups as measured by the third grade reading AIR assessment Increased 3rd grade proficiency in English Language Arts as measured by the AIR assessment Increased number of students ready for kindergarten as measured by the KRA (Kindergarten Readiness Assessment) Increased proficiency in language and literacy for preschool students as measured by Ohio's Early Learning Assessment Increase our value added scores

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.

Early diagnosis and intervention are needed to support all children learning to read on grade level. Providing intensive early literacy professional development for preschool and school age teachers is needed to enable teachers to diagnose and prescribe appropriate interventions for children to close the literacy gap. Process conditions are key to the design of effective initiatives for building the capacity of families and school staff to partner in ways that support student achievement and school improvement. Initiatives must be 1) Linked to learning, 2) Relational: building respectful and trusting relationships 3) Developmental: focus on building the intellectual, social, and human capital of stakeholders 4) Collaborative: Conducted in group and is focused on building learning communities 5) Interactive: opportunity to apply new skills, mastery requires coaching and practice.

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

We currently have a preschool teacher who provides part time itinerant services to area preschools and home daycares. Each month she provides literacy training for families that do not send their child(ren) to preschool. She works with the child(ren) while the parents view the lesson through a two way mirror. Another preschool teacher engages parents in conversations explaining the instructional strategies modeled. Research published by the Stern Center for Language and Learning in Early Education and Development indicates that increased childcare provider knowledge increases children's opportunities for literacy success. Research showed that childcare providers are key to offering early language enrichment to children, particularly to those who might be at risk for reading failure. Using research-based language enrichment interventions not only helps to increase children's pre-literacy skills, but also may serve to decrease the number of children who will enter kindergarten in an at-risk category for reading failure. One time per year, our 3 Title buildings have a Backpack Night for 3-5 year olds. The attendance at our Backpack Nights is currently around 75 families. According to a study from Hart and Risley, marked differences in parent-child interactions produced significant discrepancies in not only children's knowledge, but also their skills and experiences with children from high-income families being exposed to 30 million more words than children from families on welfare. On average, children from families on welfare were provided half as much experience as children from working class families, and less than a third of the experience given to children from high-income families. Children from families on welfare heard about 616 words per hour, while those from working class families heard around 1,251 words per hour, and those from professional families heard roughly 2,153 words per hour. Over the years there has been a number of research studies focusing on the emergent reader and the importance of quality literacy instruction in the early school years to assure success for all children (Clay, 1979, 1985; Johnson & Allington, 1990; Lundberg, 1984). Children who continue to struggle with reading after grade three will often develop negative attitudes toward reading, may suffer from low self-esteem, and will be likely to internalize faulty literacy habits. Researchers at NYU Steinhard found the use

of mobile apps in preschool classrooms may help improve early literacy skills and boost school readiness for low-income children. "Guided use of an educational app may be a source of motivation and engagement for children in their early years," said Susan B. Neuman, professor of childhood and literacy education at NYU Steinhardt and the study's author. Using several tests of early literacy, the researchers measured changes in children's phonological awareness, which is an important predictor of later reading ability as a result of using literacy apps. There is much literature that highlights the positive effects of literacy coaches - at both the classroom and the district-wide level. Evidence suggests that literacy coaches work most effectively when utilizing a variety of approaches. The literature contains an abundance of examples of different support roles. Rather than adopting a predetermined, centralized approach without regard for the specific context, it is important to allow collaborative practices to evolve locally, within the broad confines of the role. This model supports preschool teachers and daycare providers in applying new knowledge and evidence-based practices in their work with children and helps them cultivate the habit of using self-reflection as a tool to assess and refine their teaching. The model features key elements of effective professional development (NAEYC 1993; Bransford, Brown, & Cocking 1999; Garet et al. 2001; Hawley & Valli 2001; Snow-Renner & Lauer 2005)

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

We will use both qualitative and quantitative measures to track progress Collect/analyze monthly surveys for PD participants offered to gain feedback on the class content and their implementation Preschool partners will implement the monthly instructional strategy as measured by an observational data checklist Analyze survey data to evaluate Backpack Nights and home activities Number of students who are on track as measured by district benchmark assessments will increase yearly Achievement gap will close for our low socio-economic and special education subgroups Increase the in the 3rd grade proficiency in ELA as measured by the AIR assessment Increase the number of students ready for kindergarten as measured by the KRA Increase in the number of students who are proficient in preschool measured by Ohio's Early Learning Assessment Improve our overall value added scores for grades 4,5, and 6 Decrease the number of students who are identified as at risk as measured by the Lexia program

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

128 K students at risk in fall as measured by KRA K-3 Literacy state report card = D rating Overall value added data = F in grades 4-6 (significantly below). Overall for grades 6-8 reading our gain index is a -8.76 124 K-3 students are not on track and only 43% improved to ontrack 35% of our elementary special ed students passed the state reading assessment 22% of our middle school special ed students passed the state reading assessment 36.8% of our special ed students passed the state reading assessment 70.4% of our economically disadvantaged students passing the state reading assessment, district 82.4% 52% of our kindergarten students have been identified as high risk or some risk by the Lexia reading benchmark data. 60% 1st grade students have been identified as at risk as measured by the Lexia reading benchmark data 61% 2nd grade students are at risk measured by the Lexia reading benchmark data

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

We currently have positive working relationships with local preschools, this grant will enhance and strengthen our relationships. Our goal is to adopt 8 local preschools or daycares. If we cannot secure all 8 the first year, we hope to communicate our success with all local preschools so we can increase numbers in year 2 and on. We currently work with students and families that do not have their children enrolled in any formal daycare or preschool. Parents and children visit an elementary school monthly. Students work with a preschool teacher for 2 hours in class while the parents observe in an observation room. Another teacher talks with parents, guiding them through the lesson and provides them with ideas on how they can implement the activities at home. This grant will enable us to grow this program and include follow-up parent coaching through home visits. By using the LETRS curriculum district staff and pre school staff it will provide consistent language for parents, students and staff. The kindergarten and first grade part of the grant we believe will be very successful with our staff. We are currently providing professional development on readers workshop, writers workshop and word work as part of the balanced literacy approach. By adding and targeting our K-1 teachers with the LETRS curriculum it will provide our staff with a deeper understanding of early literacy and language development . Adding technology into the classroom will provide our staff and students with another avenue for students to learn about language. The iPad minis provide students with amazing visuals and print media and will support new language acquisition for our students. Backpack Nights are something we currently do with only our Title buildings one time per year. This will enable us to do this district wide two times per year.

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.

We will have a savings in the five year forecast from staffing reductions. The staffing reduction costs will be greater than the sustainability costs, which will net a cost savings of \$95,760.

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.

The amount saved through full time teachers and full time classroom assistants will be greater than the sustainability costs in the grant. Students entering kindergarten will be better prepared for school which will allow for staffing reductions because there will be less need for intervention.

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

We are currently working with some of our families that are not enrolled in any type of preschool, these children have showed gains in early literacy through this program. Currently, we are only working with six families, by implementing this grant we expect that number to rise significantly.

95760 iv. Please enter the Net Cost Savings from your FIT.

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

Spending Reductions will occur in salaries and wages and fringe benefits of: \$350,887 in FY18 \$508,232 in FY19 \$534,312 in FY 20 \$562,607 in FY 21 \$593,332 in FY 22

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

We will refine our engagement with the preschool to make adjustments as needed.

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

i. List the desired outcomes.

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

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

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

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

Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

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

d. Implementing a shared services delivery model

i. List the desired outcomes.

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

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

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

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

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

Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

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

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

a. New - Never before implemented

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

c. Replication - Expansion or new implementation of a previous Straight A Project

d. Mixed Concept - Incorporates new and existing elements

e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

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

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

[Enter Budget](#)

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

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

[Upload Documents](#)

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

995,922.00 12. What is the amount of this grant request?

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

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

A Literacy Grant Implementation Manager will be paid a stipend to organize grant implementation -\$9,332 Two Literacy Success Coaches will be selected from each elementary building to work with an adopted preschool, these teachers will receive a stipend of \$5,000 each \$93,324 The two Literacy Success Coaches from each elementary school will work with a local preschool in their school's attendance area to provide coaching for the "adopted" preschool teachers twice a month in the preschool classroom. This will require a substitute one time per month per teacher - \$11,700 We will provide a stipend to the daycare and preschool workers to attend the monthly workshops prepared by the district Literacy Success Coaches -\$41,996 Materials for the monthly workshops for all area preschool and daycares -\$5,000 LETRS curriculum training for all kindergarten, first grade, and special ed teachers -\$30,000 YR 1 LETRS curriculum training for preschool; project will be expanded because each elementary building will "adopt" a new preschool each year. \$2,800 MacBooks will be provided for kindergarten, first grade, and special ed teachers to access LETRS online training modules - \$62,400 YR 1 (preschool teachers currently have MacBooks) Subs/Stipends for K-1 teachers to attend LETRS training- \$31,200 Educational early literacy apps and digital content - \$25,000 YR1 iPad minis for preschool, kindergarten, first grade students for a 2:1 ratio -\$259,600 YR1 Early Literacy Specialists, certified reading teachers to provide high quality intervention for kindergarten and first grade students-\$313,570 Materials for each elementary school's backpack nights -\$10,000 Grant evaluator from Kent State University: \$100,000 - YR1

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.

490,722.00 a. Sustainability Year 1

490,722.00 b. Sustainability Year 2

490,722.00 c. Sustainability Year 3

490,722.00 d. Sustainability Year 4

490,722.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

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

The sustainability costs of the grant total \$490,722 per year. They include: The Literacy Grant Implementation Manager will receive a yearly stipend for grant implementation (\$9,332), yearly salaries of part-time intervention tutors for K-1 students (\$313,570), yearly stipends for district literacy success coaches (\$93,324), monthly stipends for preschool and daycare teachers training (\$41,996), yearly LETRS curriculum training modules for preschool partner teachers (\$2,800), LETRS curriculum modules for new K-1 teachers (\$3,000), monthly subs for literacy success coach teachers so they can coach partner preschools (\$11,700), yearly training supplies (\$5,000), and two parent backpack nights per year for parents of 3-5 year olds (\$10,000).

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

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

17. Please explain how these cost savings will be derived from the program.

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

Cost savings will be: 2 FTE teacher reductions beginning in FY19 8 FTE classroom assistants beginning in FY 18 TOTAL amount of savings per year including salaries and benefits: FY18: \$350,887 FY19: \$508,232 FY20: \$534,312 FY21: \$562,607 FY22: \$593,332

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.

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 June 2016-August 2016

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

Announce award of grant to community through social media and press releases and present at Board of Education meeting Organize grant implementation team and develop scope of work Select and hire Grant Literacy Manager Select area preschool partners for each elementary school Select 16 Literacy Success Coaches, 2 teachers at each elementary building Purchase LETRS curriculum Purchase computers for K-1 teachers to access professional development modules Purchase iPad minis for K-1 students to access literacy apps Train 16 Literacy Success Coaches on LETRS curriculum Hire 16 part time intervention tutors, these tutors will have reading credentials and a teaching certificate Set up avenues to communicate between preschools and elementary school to share information with all stakeholders including Google Apps, Twitter, Facebook, Newsletters, and local media Plan monthly 2 hours LETRS literacy professional development for preschool/daycare teachers Develop key performance indicators aligned with the project to measure student achievement, project implementation and stakeholder satisfaction Develop assessment time lines Contract with Kent State to collect and analyze data, the District Leadership Team will create an evaluation subcommittee that will develop an evaluation plan Provide quarterly updates for Board of Education

22. Implementation (grant funded start-up activities)

a. Date Range September 2016-May 2017

b. Scope of activities - include all specific completion benchmarks

Assess all PK-1 students using KRA and local benchmark assessments including AIMSWEB, Lexia and Next Step Assessment Grant implementation team meets monthly to plan, communicate, and continuously evaluate the implementation of the grant. If outcomes are not being met, adjustments will be made Set up iPads and computer apps and distribute to classrooms Set up dates for Literacy Success Coaches to work with partner preschool, ? day (3.5 hours) every week Select dates for Backpack Nights one in September and one in May for 3-5 year olds in the community Assign Intervention Tutors to student groups in all the elementary buildings and develop weekly schedule Intervention tutors will progress monitor at-risk students Set dates for quarterly parent "tutoring" sessions provided by the preschool staff for families that do not send their children to local daycares or preschools. Parents will observe a teacher implementing literacy strategies. Set dates for monthly LETRS training for area preschool/daycare workers, and home daycare providers and parents. Communicate Backpack Nights to community families through the use of multimedia; Facebook, Twitter, District Website, local media, and district newsletters that are mailed home to all the families that live in the community. Subs/Stipends for K-1 teachers to attend LETRS training Implementation of LETRS online modules and face to face professional development for PK-1 teachers Continue to communicate to local daycares and preschools

about the monthly LETRS training through multimedia; Facebook, Twitter, District Website, local media, and district newsletters Award District Literacy Endorsement to preschools and daycares who have completed the monthly LETRS training

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

a. Date Range June 2017 and forward

b. Scope of activities - include all specific completion benchmarks

Each year we will meet as a Grant Implementation Team and continue to communicate, plan, and evaluate and adjust implementation. Our goal is to institutionalize the program by "adopting" new preschools/daycares each school year. Since our Literacy Success Coaches were trained during the planning phase, they will be able to provide continued professional development for new PreK-1 staff, all local daycares, and "adopted" schools. Literacy Success Coaches will also continue weekly coaching with partnering daycares/preschools. Monthly parent training for parents of 3-5 year olds without formalized daycare/preschool and Backpack Nights will be sustained. We have also budgeted for the continuation of Intervention Tutors who will work with at risk students in K-1. Each year our grant evaluators will compile and analyze student data and share information at district board meetings. A final evaluation will be published and distributed through multimedia and oral presentations at local, state and national conferences/events.

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:

Implementation of the grant will create significant changes in the current working relationships between our public schools, area preschools/daycares, and home care providers. Communication and collaboration will have a direct impact on kindergarten readiness resulting in increased student achievement. Community backpack nights for 3-5yr olds will provide parents the opportunity to learn literacy instructional activities and also develop early connections with schools. To decrease the "digital divide" for economically disadvantaged students, identified families will receive an iPad in their backpack to utilize literacy apps. Professional development provided to outside preschools, daycares, home providers, literacy coaches and PreK-1 teachers will provide continuity of learning for children entering kindergarten classrooms by creating a common language for early literacy. This will be accomplished by providing; monthly training for community preschools/daycares, monthly home care provider training, weekly literacy coaching with partner preschools, and training for district PreK-1 classroom and intervention teachers. Our district will also restructure our model of intervention for at-risk K-1 students. We currently use non-certified classroom assistants to provide early interventions for at-risk students. Research states that early intervention created by content area specialists yields higher results. We will hire part-time certified reading teachers to provide research based interventions for at-risk students in K-1. Office aids will be decreased and part time certified teachers will be hired to work directly with students, therefore more resources will be directed into the classroom. We believe this aggressive focus on language and literacy instruction and innovative partnerships with local daycares and preschools will decrease the number of at-risk students entering kindergarten.

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

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

Please enter your response below:

Dr. Dense Morgan, Kent State University, Associate Professor and Director of the Reading and Writing Center She received her B.S. from the University of Alabama in Early Childhood/Elementary Education and a M.Ed. in Elementary Education from the University of Illinois. She taught Kindergarten, second and fourth grade in Illinois before earning my Ph.D. from the Ohio State University in Language, Literacy and Culture. Upon graduation in 2001, she accepted a three-year post doctoral position at the University of South Carolina to work on a federally funded grant studying long term professional development. She has worked at Kent State since 2004 and is currently an associate professor of literacy education and the Director of the Reading and Writing Center. Her research interests include understanding in-service and pre-service teacher change in theoretical knowledge and practice and understanding student development as readers and writers.
INFORMATION: dmorgan2@kent.edu 330-672-0663

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

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

The Grant Implementation Team will develop and evaluation plan for the grant. The team will work closely with Dr. Denise Morgan from Kent State University to evaluate the grant. Quantitative data will be collected using benchmark and state assessments to measure academic progress of the students. Qualitative data will be collected through the use of implementation surveys for parents and staff. Using a combination of qualitative and quantitative data will improve evaluation by ensuring that the limitations of one type of data are balanced by the

strengths of another. This will ensure that understanding is improved by integrating different ways of knowing. Our district uses the Ohio Improvement Process, a framework which focuses on improving the academic achievement of all students. It provides a means of aligning processes, structures, tools, and people to significantly improve instructional practice and student performance. This framework delineates leadership roles/responsibilities at the district, school, and teacher-team level, validating leadership team structures needed to make and sustain improvements and support higher levels of learning for all students and adults in the system. The District Leadership Team (DLT) will develop an evaluation subcommittee including stakeholders that will develop an internal evaluation plan and contract services with the external evaluator. Progress will be tracked and communicated at monthly Building Leadership Team meetings and DLT meetings quarterly. Upon review of data the DLT will respond enacting contingency plans through the data-informed Ohio Improvement Process (OIP). Although the project is projected to continue, a final data analysis report will be compiled by the outside evaluator upon completion of the grant timeline. The written report will be shared with stakeholders and other educators in Ohio and across the nation through the Ohio Blended Learning Network, Digital Promise and League of Innovative Schools. Kent State University will have access to our early literacy data for research. Qualitative Data: -Collect survey data for participants after each monthly professional development session to gain feedback on the class content and their implementation successes and challenges -Each month, our preschool partners, will implement the monthly instructional strategy as measured by an observational data checklist -Parent evaluation and implementation survey for parents attending Backpack Nights Over time we expect student achievement to: -Increase the number of K-3 students who are "on track" status as measured by district benchmark assessments -Decrease the achievement gap for economically disadvantaged and special education sub groups as measured by the third grade reading AIR assessment -Increase the 3rd grade proficiency in English Language Arts as measured by state assessments -Increase the number of students ready for kindergarten as measured by the KRA (Kindergarten Readiness Assessment). -Increase the proficiency in language and literacy for preschool students as measured by Ohio's Early Learning Assessment -Improve our district value added grade

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.

We expect this project to be replicated in other districts across Ohio and beyond. To be successful the following protocol is recommended: Develop a Grant Implementation Team with representation from all stakeholders The Team will meet weekly and develop a strategic timeline. The timeline shall include gathering stakeholder and baseline student achievement data, determine goals and steps of the project and the development of a communication plan. A budget will need to be developed to include items such as professional development, stipends and salaries, instructional materials and devices. Initial and ongoing professional development is essential to the success of the implementation and sustainability of the project. Professional development should include visits to schools that are successfully implementing the literacy model and intensive and targeted workshops focusing on. We strongly recommend appointing a certified instructional coach with an early literacy background in order to organize staff and parent training. Larger districts can begin with one preschool partnership prior to large-scale implementation. Data from the pilot should be collected, analyzed and shared with all stakeholders to support moving forward. The Grant Implementation Committee will meet to review the success and challenges of the pilot and revise the process, timeline and procedures prior large-scale implementation. Our innovative practices have made us a valuable resource for schools, companies, and universities. We have hosted visitors from local colleges, over 200 public and private schools and businesses including, Google, Apple, TechSmith, SteelCase, Bretford and the Lieutenant Governor of Ohio, Mary Taylor. We have opened our doors to other districts and visitors wishing to replicate our innovative practices. We also believe in sharing our success at local and state conferences. We have teams of 20 staff members present at OSBA, OETEC, NSBA, OAESA, and OMLA.

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

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

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

Consortium Contacts

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

Partnerships

Mentor Exempted Village (045492) - Lake County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Denise	Morgan	330-672-0663	dmorgan2@kent.edu	Kent State University		800 East Summit Street, , Kent, Ohio, 44240	

Implementation Team

Mentor Exempted Village (045492) - Lake County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Dr. Denise	Morgan	Kent State University, Associate Professor	External Grant Evaluator: Design an evaluation process compatible with the project's objectives Provide interim and final evaluation reports for each project year Conduct on-site observations and consultations Review data collection, analysis, and recording processes; recommend needed modifications Assess and revise project evaluation implementation timeline and provide a schedule for conducting data gathering, analysis, and reporting Provide technical assistance as needed Prepare and submit final evaluation reports in consultation with the Project Director Attend Grant Implementation Team meetings to outline the evaluation process Assist in assessing project participants' training needs at the start of the project Design project questionnaires, interview protocols, checklists, rating scales, and all other project-developed instruments in consultation with project staff and consultants Assist in identifying and characterizing the non-project comparison group Communicate regularly with the Project Director concerning the evaluation process Attend and report on meetings convened by the funding program,	Professor at Kent State University Director of the Reading and Writing Center at Kent State University	Director of the Reading and Writing Center Research includes understanding in-service and pre-service teacher change in theoretical knowledge and practice and understanding student development as readers and writers Knowledge of and experience in assessing literacy grants Experience managing the evaluation process	B.S. in Early Childhood/Elementary Education, University of Alabama, M.Ed in Elementary Education, University of Illinois, and Ph.D in Langu	1	

			as needed Assist in submitting the project for validation as a national model					
Daniel	Wilson	Chief Financial Officer	- Fiscal Manager: Manages budget and ensures alignment of financial impact table with project spending	40 years experience in fiscal management of Ohio Public Schools -4 year recipient of Perfect Audit Award by the State of Ohio - Past experiences include: - Served as Associate Superintendent for the Center for School Finance and Accountability at the Ohio Department of Education - President of the Ohio Association of School Business Officials - Chairman of the Board of Trustees for the Foundation for School Business Management - Member of the Board of Trustees for the Ohio School Employees Retirement System -Board of Director for the Health Action Council of Northeast Ohio -Current Vice-Chairman of the Employee Benefits Cooperative - Served as the Ohio PTA School Finance Consultant. Recipient the Ohio PTA Oak Tree Award for distinguished service to children and youth in 2007. -	-1995 publication of his Outstanding Business Document was recognized by the Foundation for School Business Management Recognized as a School Business Financial Officer by the Ohio Association of School Business Officials in 1979 Designed Business Plan for current Cardinal Autism and Resource Education School (CARES)	Bachelors Degree in Business Administration	1	

				Recognized as the 2001 Outstanding Treasurer in Ohio by the Foundation for School Business Management - Earned Ohio PTA Lifetime Membership that same year. -Received the Ohio Government Finance Officers Association Innovation in Public Finance Award				
Margaret	Watson	Director of Student Services	Oversee preschool director and initiatives Member of Grant Implementation Team Assists with budget implementation	8 years as Special Education Director 5 years as Assistant Superintendent 8 years Elementary Principal 15 years teaching experience	Authored and implemented numerous competitive grants	Masters Degreee in Administration Superintendent License B.S in K-8 Education	1	
Janis	Gallagher	Preschool Coordinator	Outreach Coordinator - Coordinate contracts/professional development with area preschools and daycares Oversee Early Literacy Coaches Develop professional development plan Organize early literacy curriculum and trainings for teachers and parents Organize part time certified literacy tutors	Preschool coordinator for over 10 years PreK-3 teacher for 15 years	Author and implemented numerous preschool grants Coordinates and organizes all parent outreach for the district Head Start district coordinator Creates policies, manages staff and oversees daily operations Lead preschool administrator Develops preschool curriculum aligned to state standards	Masters Degreee in Administration B.S. in Early Elementary Education	25	
Matthew	Miller	Superintendent	Project Leader: - Oversee project implementation timeline, budget, and renovations -Lead Blended Learning Steering Committee - Communicate with all stakeholders including	-Ohio Superintendent for 9 years - Chairman of the Ohio Blended Learning Network - Selected	-Adjunct instructor for Wright State University - Selected for Harvard Graduate School of Education's leadership	Masters Degreee in Education Superintendent License	1	

			Board of Education, parents, staff and community	member of Digital Promise League of Innovative Schools - Received "Best Use of Blended Learning" and "Ohio Trendsetter" awards at the Ohio Educational Technology Conference	Institute for Superintendents - Past Student Services and Instruction Director - Building principal			
Mike	Lynch	Director of Innovation	-Project Administrator will work with consortium districts as the lead administrator for the implementation of the grant. Responsible for developing and leading the grant consortium committee, will work closely with Director of Business Operations for all renovations and constructions. Responsible to work collaboratively with consortium CFO, superintendents, and district directors to implement strategic plans developed by the consortium grant committee. Additionally will organize and implement professional development for blended learning staff and direct instructional coaches. Lead planning for professional development.	District administrator for over past 12 years; 8 years as a building principal and 4 years as a central office administrator.	Implemented 14 million dollar federal grant for innovative project	Masters Degree in Administration B.S. K-8 Education	25	