

Budget

Willoughby-Eastlake City (045104) - Lake County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (96)

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		3,600.00	0.00	0.00	0.00	0.00	0.00	3,600.00
Support Services		0.00	0.00	72,745.01	0.00	0.00	0.00	72,745.01
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		175,746.30	32,114.50	136,000.00	767.50	0.00	0.00	344,628.30
Family/Community		0.00	0.00	0.00	47,780.00	0.00	0.00	47,780.00
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
<b>Total</b>		179,346.30	32,114.50	208,745.01	48,547.50	0.00	0.00	468,753.31
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-468,753.31

Application

Willoughby-Eastlake City (045104) - Lake County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (96)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Developing a Sustainable, Co-constructed and Comprehensive Family Engagement Framework

2. Project Tweet: Please limit your responses to 140 characters.  
The proposed framework will support and encourage the active engagement of K-5 parents in their child's education to increase 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					
Pre-K	Special	580 K	562 1	576 2	610 3
636 4	596 5	6	7	8	
9	10	11	12		

Year 1					
Pre-K	Special	580 K	562 1	576 2	610 3
643 4	620 5	6	7	8	
9	10	11	12		

Year 2					
Pre-K	Special	580 K	562 1	576 2	610 3
625 4	627 5	6	7	8	
9	10	11	12		

Year 3					
Pre-K	Special	580 K	562 1	576 2	610 3
625 4	609 5	6	7	8	
9	10	11	12		

Year 4					
Pre-K	Special	580 K	562 1	576 2	610 3
625 4	609 5	6	7	8	
9	10	11	12		

Year 5					
Pre-K	Special	580 K	562 1	576 2	610 3
625 4	609 5	6	7	8	

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

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

The Willoughby-Eastlake City School District (WECSD) will train 261 (K-5) teachers in the Academic Parent Teacher Team (APTT) model in all 6 elementary buildings during the Grant Year. In Year 1 the preschool teachers will be trained to implement the APTT practice by the APTT Champions in each building during designated APTT teacher planning meetings. To encourage the implementation of a modified APTT model in subsequent years in the middle/high schools, we will offer ten middle/high school staff members the opportunity to participate in the APTT training on a first come first served basis. Middle/high school staff will also be offered the opportunity to participate in a book discussion and work sessions using the Nancy Hill and Ruth Chao book, Families, Schools, and the Adolescent: Connecting Research, Policy, and Practice in order for them to design and facilitate the development of a family engagement action plan for the upper grades.

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

First and last name of contact for lead applicant  
Alison Ciferno

Organizational name of lead applicant  
Willoughby-Eastlake City School District

Address of lead applicant  
37047 Ridge Road Willoughby, OH 44094

Phone Number of lead applicant  
(440) 283-2227

Email Address of lead applicant  
alison.ciferno@weschools.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

Ohio has taken important steps to improve student achievement by introducing rigorous learning standards, promoting the importance of deeper understanding of skills and their applications, requiring grade-level promotion benchmarks and raising the high school graduation requirements. Unfortunately, early indications suggest that these efforts may not be enough to encourage higher levels of achievement for all students. According to the 2015 Ohio Remediation Report, the percentage of students enrolled in remedial course work has declined but still remains high in many districts. 42% of the WECSD high school graduates enrolled as first-time college students in an Ohio public university or community college in the Fall of 2014 were required to take a developmental course. Countless studies suggest that college and career readiness starts well before high school. However, the actions taken by schools to significantly improve achievement at earlier grades have largely been ineffective.

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

Parental expectations of academic attainment and satisfaction with school education is the most consistent predictor of student academic achievement and social adjustment. With this in mind, WECS D is committed to creating a strategic and meaningful plan to develop the capacity of parents to leverage their assets, contributions, and aspirations to drive student achievement. The proposed development of a comprehensive parent engagement framework focuses on implementing WestEd's Academic Parent Teacher Team (APTT) model in grades K-5. As students progress through the early grades, foundational skills are developed in an upward manner. Learning represents a continuum inclusive of a variety of environments (home, school, various communities, etc.). Therefore, connecting teachers and parents to focus on APTT will strengthen the opportunities students have to grow and develop. APTT is a research-driven, classroom-based, teacher-led, data-rich family engagement model designed to train families to support children's academic goals by linking home/informal and school/formal learning. APTT is recognized by both the U.S. Department of Education and the Harvard Family Research Project as an "innovative model for parent-teacher partnerships." APTT's infrastructure is rooted in aligning curriculum, instruction, and assessment as it builds the capacity of educators, families, and communities at large to advance student achievement. The classroom teacher invites families to participate in three 75-minute team meetings and one 30-minute individual session. During the APTT meetings, teachers introduce and review grade level foundational skills, share student performance data, and demonstrate concrete activities that families can do at home to help students master those skills. Parents set 60-day learning goals for their child based on their current level of achievement. Parents are also given time to collaborate with each other to share helpful strategies. Parents also meet individually with their child's teacher to discuss progress made on foundational skill development, overall student achievement and non-cognitive factor development. To support APTT implementation and present parents with a sustainable and comprehensive family engagement framework, this initiative will also include the following components: a) Based on the Dual Capacity-Building Framework for Family-School Partnerships, we will build our families' capacity to partner by being responsive to our families' requests for information and resources made during APTT meetings, documented on parent surveys and discussed during Parent Focus Groups. We will also provide extensive training to develop staff capacity to increase the quality of our family-school relationships to improve student achievement through PD to develop and employ related resources and tools. b) We will introduce a model Kindergarten Orientation and Open House presentation for building principals to share with parents. These events will introduce parents to Ohio's new educational standards and associated expectations, thus making them aware of significant achievement benchmarks, including the Third Grade Reading Guarantee. We will also provide specific and timely information needed to become active participants in improved student learning on critical developmental topics parents need to know about, such as parent expectations and aspirations, student attendance, behavior, and how effort impacts learning. c) As a way to support the successful implementation of APTT by building parental/teacher capacity to support student learning, we will develop the following resources and provide the following PD: i. End-of-year grade level math/reading foundational skill rates for parents; ii. Non-cognitive factors PD and related parent resource development iii. Book discussion translated into action: Families, Schools and the Adolescent: Connecting Research, Policy and Practice by Hill and Chao.

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.*

a) Improved proficiency in K-5 core content areas which will be demonstrated using benchmark data from (MAP). b) Lower numbers of students on Reading Improvement and Monitoring Plans (RIMPs) who would be candidates for retention in 3rd grade (as a percent of the 3rd grade cohort not promoted to 4th grade). c) Greater positive perceptions (among participating students) of their respective school environments, measured by focus group interview items.

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

*Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.*

"[...] When pursued consistently throughout a child's development, parental engagement could amount to the equivalent of an additional two to three years' schooling for a child, adding massively to their overall achievement." (The National Conversation, March 10, 2014). Unfortunately, Hattie also identified that "Some parents know how to speak the language of schooling and thus provide an advantage for their children during the school years; while others do not know this language, which can be a major barrier to the home contributing to achievement (Hattie, 2009, p. 71). "All social relations and social structures facilitate some form of social capital (Coleman, 2006, p. S105). Schools have the potential to influence the interactions students have with their parents by creating a system that will strategically scaffold the development of social capital of families which will improve student performance and human capital.

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

After learning about the Parma City Schools' Empowering Parents Straight A Fund Initiative at a presentation held on February 19, 2014 hosted by the ESC of Cuyahoga County, 2014 a team of 5th grade math teachers in WECS D decided to introduce their own version of the model to their parents. The pilot included (70) 5th grade students. The impact on student math foundational skill mastery has been significant and is defined as follows: Sept. to Jan. Progress Tier 1 - 100 Multiplication Facts: 82.9 to 90.3 (+7.4) Tier 2 - 100 Division Facts: Sept. - 65.8 to 79.9 (+14.1) Tier 3 - 79 Fractions/Decimals/%/Conversions problems: 35.9 to 47.7 (+11.8) The 5th grade math average MAP score increased from Fall (205.8) to Winter (215.4) representing an increase of 9.6. The expected MAP national norm increase for a 5th grader from fall to winter is 5.8. Additional student achievement data: 31 students jumped 1 tier; 13 students jumped 2 tiers. Parent attendance: 80% during fall group conference; 72% attended individual conferences (Rates represent typical parent attendance rates) Last year, through the Straight A Fund grant, the Parma City School District (PCSD) implemented the Empowering Parents initiative which included an open house/kindergarten orientation parent presentation, the APTT model introduction, the development of non-cognitive factors student evaluation, and a series of related parent book discussions. APTT was implemented in 8 elementary buildings to varying degrees. Buildings with a greater number of teachers involved in the project had higher APTT meeting parent attendance. Feedback from parents was generally positive but offered significant recommendations for improving the initiative. They indicated that they really didn't have an accurate understanding of what students were expected to know until they saw their child's foundational skills data and they could compare it to class and grade level rates. Many parents were surprised to find out that their children weren't doing as well as they thought, and they were glad to be provided with strategies to use at home to help their child succeed. One parent requested grade- and state-level

performance comparisons. Another parent suggested providing parents with a list of grade level skills students needed to master by the end of the year, similar to a course syllabus. Several other parents wanted more than academic feedback, so that they would know how their children were behaving and whether or not they were able to complete work in class. Most parents indicated that they liked meeting together as a class and that they valued the recommendations mentioned by other parents to address student needs. Other comments regarding the APTT practice included requests for all parents to attend, suggestions for take-home strategies to become part of homework assignment, requests for more strategies they can use at home, and assistance with math homework. The kindergarten orientation/open house parent presentation component of the initiative was shared with the principals but not in time for them to implement. This has been identified as a critical component in this proposal. This year CMSD piloted the APTT practice in 4 elementary schools. Although parent attendance at the APTT meetings was very low, the parents who did attend provided similar feedback on a brief survey. Most parents recommended holding more APTT meetings so that they could help their child learn at home better. As in Parma, the CMSD parents appreciated reviewing the foundational skill data, learning the strategies to use at home, and requested additional time to meet with their child's teacher. Based on requests from parents and the national focus on the importance of non cognitive factors, we have decided to continue our efforts to share information with parents regarding these important factors. Information gleaned from PCSD and CMSD will be useful in helping to implement APTT more effectively in WECSD.

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

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

The indicators of student achievement that will assist in measuring progress toward project goals include student performance on common district assessments, state report cards, course grades, attendance, and student retention rates. Parent-teacher collaboration on particular academic and noncognitive skills will focus on indicators related to frequency of APPT meetings, survey and focus group interview data intended to provide qualitative information to inform project evaluation. The following family engagement strategies will be implemented: Kindergarten orientations and open house presentations will be presented to parents by the elementary building principals to orient parents and define their role in the educational process. Teachers will implement the APTT model to replace traditional Parent/Teacher conferences in K-5 classrooms. Teachers will translate the information presented in the UChicago Literature Review and book discussion PD into implementation strategies

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

Student achievement will be measured using students' performance on the reading, language usage, and math sections of the Measure of Academic Progress (MAP) test of the Northwest Evaluation Association (NWEA) and students' average grades across all academic courses. The number of RIMPs required for incoming third graders will be compared to the baseline number from fall 2015, Retention in 3rd grade will be calculated as a percent of the 3rd grade cohort that is not promoted to 4th grade. The following noncognitive skills will be measured using the elementary student questionnaire of the Child Development Project: (a) student perceptions of classroom and school environment; (b) academic motivation; (c) personal feelings; and (b) social skills Citation: Solomon, D., Battistich, V., Watson, M., Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediated effects of the child development project. *Social Psychology of Education*, 4,

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

The implementation of the PCSD Empowering Parents initiative and the CMSD pilot of the APTT model proved challenging in different ways. If we are to successfully shift current educational practices by authentically and effectively involving our parents in their children's education, we will have to recognize and respond to challenges as they emerge that may not be apparent at the onset of this project. According to the National Implementation Science Network, "implementation drivers are the key components of capacity and the functional infrastructure supports that enable a program's success. The three categories of Implementation Drivers are Competency, Organization, and Leadership." To ensure the successful implementation of this initiative, the district leadership team will refer to the Implementation Drivers: Assessing Best Practices prepared by Fixsen, Blase, Naoom and Duda (2005) to guide the conversation and facilitate the changes identified as critical to the success of this project. This proposal is designed to include opportunities to evaluate achievement outcomes and stakeholder feedback to further the development of the comprehensive family engagement model presented in this proposal to encourage the development of our parents' capacity to support their child's education. We will review relevant project data and reports during district meetings to discuss the progress being made to realize expected outcomes. We will also revisit the HFRP Logic Model frequently to determine district level implementation progress, individual building progress, newly identified needs, and possible revisions and refinements to the proposed plan. If parents are not consistently working with their children with the APTT practice, achievement will not improve and parents will be less likely to attend future meetings. We will respond to such challenges and identify efficient ways to support parents' efforts to interact effectively with their children at home.

■ b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

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

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

*Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.*

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

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

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

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

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

i. List the desired outcomes.

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

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

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

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

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

*Note: this is the preferred indicator for this goal.*

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

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

d. Implementing a shared services delivery model

i. List the desired outcomes.

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

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.*

468,753.31 12. What is the amount of this grant request?

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

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

The implementation of the APTT training and coaching expenses from WestEd and the on-site grant implementation support and services provided by the ESC consultant, included in this proposal, will cost \$128,000 and \$47,727.38 respectively. Grant evaluation services cost total: \$25,017.63. The APTT initial district leadership team and teacher training will take place before the beginning of the school year. Teachers will be provided with stipends for this training and for the additional time needed to prepare the 3 APTT presentations and take home strategies materials during the grant year. The stipend cost including benefits/fringe is as follows: 1) APTT Leadership Academy training - 6 Buildings x 3 teachers x 7 hrs. x \$27.70 = \$3490.20; 2) APTT Teacher Training - 271 teachers x 7 hrs. x \$27.70 = \$52,546.90; 3) 3 APTT Presentation/Materials prep time - 261 teachers x 12 hrs. x \$27.70 = \$86,756.40 4) APTT Teacher Planning Sessions - 261 teachers x 3 sessions x 3 hrs. x \$27.70 = \$65,067.30. Total stipend cost: \$207,860.80. The substitute costs for Quarterly Leadership meetings - 4 meetings x 6 buildings x 3 teachers x \$100.00/sub x .5 days= \$3,600.00. Material costs: Take home materials costs - 3,560 students X \$13.00 = \$46,280; Fifty (50) copies of the book, Families, Schools and the Adolescent: Connecting Research, Policy and Practice (edited by Nancy E. Hill & Ruth K. Chao) x \$15.35 = \$767.50; Outdoor signage and banner costs - \$1,500.00 to promote the project district wide. Conference presentation expenses including conference attendance and travel expenses estimated to cost approximately \$8,000.00 for 6 panelists (1 building principal, 1 APTT Champion, 1 Classroom Teacher, 2 parents and the Project Manager) will also be included to promote the project.

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 are no recurring costs related to the implementation of this project. Concurrently, there are no identified savings that could be verified at the point of grant proposal submission. However, it should be noted that once the APTT practice becomes established in the participating schools, targeted student performance will improve as a result of closer collaboration between teachers and parents and of increased parental engagement in the education of their children. Consequently, the school district will have ample opportunity to evaluate where costs associated with remedial work, especially over the summer, could be decreased allowing them to save or reallocate funds. The implementation of this initiative represents a transformation in practice. All costs associated with training, consulting, and related PD opportunities will not continue after the grant year. The APTT PowerPoint presentations created by the teachers through funding in the grant year will be reused in subsequent years. The evaluation service costs included will be extend to Year 1 of this project, but will be completed by district administration in Years 2, 3, 4 and 5 of the project. The APTT Champions will serve as an APTT mentor for new teachers assigned to their buildings as part of their job responsibilities. The materials cost for the books, literature review printing and signage costs are all one-time expenses which do not require maintenance. The APTT take home strategy materials expenses requested in the grant year were included in the grant submission to ease the

transition and reduce the logistical considerations involved with this implementation. In Year 1-5 the costs of these materials will be maintained through donations committed by the Academic Booster Club totaling \$10,000 and a request will be made to the PTA/PTO for an additional \$6,000 (\$1,000 per building).

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

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

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

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

There is not a cost savings component to this grant.

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

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

19. Please explain the source of these reallocated funds.

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

All costs associated with training, consulting, and related PD opportunities will not continue after the grant year. The APTT PowerPoint presentations created by the teachers through funding in the grant year will be reused in subsequent years. The evaluation service costs included will be extend to Year 1 of this project, but will be completed by district administration in Years 2, 3, 4 and 5 of the project. The APTT Champions will serve as an APTT mentor for new teachers assigned to their buildings as part of their job responsibilities. The materials cost for the books, literature review printing and signage costs are all one-time expenses which do not require maintenance. The APTT take home strategy materials expenses requested in the grant year were included in the grant submission to ease the transition and reduce the logistical considerations involved with this implementation. In Year 1-5 the costs of these materials will be maintained through donations committed by the Academic Booster Club totaling \$10,000 and a request will be made to the PTA/PTO for an additional \$6,000 (\$1,000 per building).

## 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 February 2015 - May 2016

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

**\*\*February 2015** Three (3) WESCD district administrators attended the February 17, 2015 Parma City School District (PCSD) Straight A Fund Empowering Parents Initiative presentation hosted at the ESCCC. Following that presentation, the WESCD held multiple meetings with stakeholders to discuss the feasibility of implementing a similar initiative in the elementary schools. The 5TH Grade Math Team at Longfellow Elementary studied the APTT practice and decided to implement a modified APTT conferencing model in the 2016-17 school year.

**\*\*September 2015** The teachers created an APTT home page including a description of the practice, links to take home strategy information, and related videos. The model was launched in the Fall 2015. **\*\*October 2015** A team of 10 WESCD staff members attended the October 14, 2015 Straight A Fund District Consortium Family Engagement Initiative Invitation hosted by the ESCCC. Approval was granted by the WESCD Superintendent, Board of Education, Teacher Union President, Elementary Building Principals and Treasurer to participate in the ESCCC Consortium Straight A Fund submission to implement the family engagement initiative. **\*\*November/December 2015** WESCD administrators attended multiple Straight A Fund consortium meetings held at CMSD and in district to plan for the grant submission. **\*\*January 2016** Straight A Consortium submission was not awarded **\*\*February - May 2016** Ongoing meetings held in district with the ESCCC consultant and CSU professors to plan for a district Straight A Fund second round submission to introduce a family engagement initiative.

22. Implementation(grant funded start-up activities)

a. Date Range June 2016 - July 2018

b. Scope of activities - include all specific completion benchmarks

\*\*June/July 2016 Straight A Fund Communication Plan Established Development of Kindergarten and Open House Presentations Collection and preparation of high quality APTT take-home resources \*\*August /September 2016 Delivery of Open House and Kindergarten Orientation Presentations 2 Day APTT Administrator/Teacher Training Teachers share take home strategies and materials with parents during Meet the Teacher Night Parents also receive grade level foundational skill rates APTT teacher meeting planning sessions and preparation day Middle/High School Staff Book Discussion Action Plan and UChicago Noncognitive Factor Literature Review PD opportunity introduced \*\*October 2016 APTT Meeting #1 (Other districts invited to attend meetings) Building APTT Debriefing Quarterly Family Engagement Leadership Team (FELT) meeting Middle/High School Staff Book Discussion Participants required to attend APTT Meeting #1 Noncognitive Factors PD Session #1 \*\*November/December 2016 Individual Parent Teacher Conferences Book Discussion Participants Planning Meeting #1 Noncognitive Factor PD Session #2 \*\*January/February 2017 APTT #2 teacher planning session APTT Meeting #2 Building APTT Debriefing Quarterly FELT meeting Book Discussion Planning Meeting #2 Noncognitive Factor PD Session #3 (Resources developed/Dissemination Plan Developed) \*\*March/April 2017 APTT Meeting #3 teacher planning session APTT Meeting #3 Building APTT Debriefing Quarterly FELT meeting Book Discussion Planning Meeting #3 (Family engagement action plan complete) Family Focus Group OAA SFEP Conference Presentation \*\*May/June 2017 2017 National Family and Community Engagement Conference Presentation Straight A Fund Artifact and Grant Review

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

a. Date Range August 2017 - July 2018

b. Scope of activities - include all specific completion benchmarks

The district will conduct a calibration process by which to determine how to continue making the APTT practice a common practice. Once it becomes established in the participating schools, targeted student performance will improve as a result of closer collaboration between teachers and parents, and of increased parental engagement in the education of their children. Consequently, the district will have ample opportunity to evaluate how to sustain APTT based, in part, on the project-specific resources developed and employed in the grant year. \*\*August 2017 APTT evaluations released and shared with the public (District Publication/BOE Meeting) Districts' APTT webpage continues to develop Revised Open House/Kindergarten Readiness Presentation shared with parents Student achievement gains shared APTT schedule released Grade Level Foundational Skill Rates provided to parents Take home strategies shared with parents during Meet the Teacher night \*\*September/October 2017 APTT Meeting #1 Held Monthly Administrator meetings include APTT updates/implementation refinements \*\*November/December 2017 Individual Parent Teacher Conferences are held including Noncognitive Factor Student Evaluation Mid-year meeting student performance letters go out to parents encouraging parent participation \*\*January/February 2018 APTT Meeting #2 Held Individual conferences are held as needed \*\*March/April 2018 APTT Meeting #3 Held Individual conferences held as needed \*\*May 2018 Parent Focus Groups are held in each building \*\*June/July 2018 Revisions to the practice made over the summer to prepare for upcoming year Cycle begins again in subsequent school years The district will continue developing their APTT webpages for parents and teachers to use

**E) SUBSTANTIAL IMPACT AND LASTING VALUE**

24. Describe the expected changes to the instructional and/or organizational practices in your institution.

*The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.*

Please enter your response below:

"If the public schools could somehow re-establish a "true partnership" with the families of their students, they could tap the 'greatest lever' available for spurring children's growth and development" (Zigler, 1990). In December 2010, the Harvard Family Research Project released the paper "Beyond Random Acts: Family, School, and Community Engagement as an Integral Part of Education Reform", which identified the need to create an integrated approach to family engagement and recognized APTT as a promising practice. Schools currently accept the primary responsibility to educate students. When you consider students spend less than 14% of their time during any calendar year engaged in classroom instruction, it becomes clear why it is important for schools to influence learning during time spent away from school. This project represents a total shift in practice and one that requires an entirely different mindset. Through this initiative, we will capitalize on parents' active involvement in academic progress which is expected to lead to increased student achievement. This proposed parent engagement model influences learning behaviors at home, while aligning the responsibilities for learning more appropriately by requiring parents to set and monitor progress towards meeting achievement goals for their child. This model encourages grade-level academic performance-focused discussions and regular authentic interactions between teachers and parents. Although we have focused our attention on the early grades in this project, we fully expect this innovative parent/teacher collaboration practice to extend to other grade levels through the development of a middle/high school family engagement action plan. Through involvement with this parent engagement initiative, parents will also become more informed consumers of education and develop the skills needed to help their children take full advantage of the educational opportunities afforded to them now and in the future.

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:

Adam Voight Center for Urban Education Cleveland State University 2121 Euclid Ave. JH377 Cleveland, Ohio 44115-2214 216-687-5437

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

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

Project evaluation includes process and outcome evaluations serving formative and summative purposes. A descriptive approach will be used to assess APTT program outputs. Data will include APTT training logs, orientations, and parent-teacher meetings, average APTT meeting quality scored by a third-party observer, average parent and teacher survey scores reflecting perception of APTT implementation. Descriptive analyses will examine total number of trainings, orientations, parent-teacher meetings (school & per parent/student), the mean meeting quality score and teacher rating. Outcome evaluation uses a quasi-experimental design to assess the impact of APTT on student achievement and the degree to which students receive adequate support. Quantitative data comes from participating districts' administrative records - student MAP reading, language use, and math test scores, average course grades, retention in 3rd grade, attendance, and discipline. Further, the CDP student questionnaire will measure the noncognitive outcomes of students in grades 3-5 in the fall and spring of each project year. Each indicator measured in spring 2017 will serve as the outcome in separate analytic models. The outcomes for students that participate in the APTT program will be compared to the outcomes among same-district students that do not participate. Because the two groups may not be equivalent in ways that may influence the outcomes, a propensity-score matching (PSM) procedure will be used to ensure that comparisons are made between students with similar scores on the outcome at baseline and with similar demographics. There are two steps: (1) estimating logistic regression models with student participation in APTT as the outcome and covariates for students' spring 2016 scores on the outcome, race, disability, poverty, gender, grade, and school; and (2) matching each APTT student participant with a non-participant who has the most similar propensity for having participated in APTT. The impact of the program on parents' perceptions of the school will further be assessed through parent focus groups, and these data will be analyzed using an iterative qualitative coding procedure to identify themes. Additional analyses will be conducted to contextualize the effect, if any, of APTT. First, the PSM analyses will be re-run for student subgroups (grade levels, gender, race/ethnicity) with Benjamini-Hochberg corrections of the statistical significance of effects for multiple comparisons. Second, moderation analyses will be performed to determine if-among APTT participants-there is a stronger effect for students whose parents participate in more parent-teacher meetings and who attend schools where teachers have a more positive regard for APTT. Third the district administers the MAP assessment three times throughout the school year, and the evaluation will take advantage of these multiple measurement points to examine if there are cumulative effects of sustaining parent participation in APTT over the course of the school year. These latter analyses will rely on a series of latent growth curve models wherein individual measurement points of the MAP subject areas scores are treated as the outcome variable, and parent APTT participation is modeled as a time-varying covariate with controls included for student demographics. A year-end report of APTT progress and impact will be completed in August, 2017. Results will be disseminated to all district schools and shared with staff at staff meetings. A district wide meeting will further be planned for fall 2017 to share results with interested parents. Finally, the evaluation results will be shared at the annual fall conference of the Ohio Education Research Center in Columbus, which is attended by Ohio educators, administrators, policymakers, and researchers. A final project evaluation report will be completed in August following the end of the first full year of implementation.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

*The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from this proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be noted here.*

This project has universal application and can be implemented by other districts as described in this proposal. The APTT practice has been introduced in many different forms by individual schools, large districts, and through statewide initiatives. The practice was originally designed to help parents who have not attended college help their children navigate the path to a college education. College educated parents may have a better idea of how to maneuver through the educational system but that does not guarantee that their children will not struggle academically or need assistance developing important noncognitive skills, attributes, and behaviors. According to Brooks-Gunn et al. (2006) student mean cognitive development is directly correlated but currently also limited to maternal education. If we want our students to reach their full potential we need to develop all parents' ability to support their children's academic growth. Currently, routine parent-teacher conferences are one of the most frequently used and institutionalized method of parent-teacher communication (Hanhan, 1998). However, they have not been shown to be effective (Minke & Anderson, 2003). Conferences tend to be ritualized, thus allowing both parents and teachers to demonstrate their commitment to the child's education. Also, they tend to "smooth over problems, limit honest dialogue, and inhibit future connections" (Swap, 1993, p.21). We hope to encourage other districts to improve the quality of their interactions with parents as a way to improve student achievement. We will submit presentation proposals for the Spring 2017 OAASFEP Conference and the 2017 National Family and Community Engagement Conference which is scheduled to be held in Cleveland. We will also hold information sessions at the Lake County ESC and the ESC of Cuyahoga County. Districts will also be invited to attend APTT meetings and encouraged to meet with district stakeholders to learn about this project.

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).

Alison Ciferno, Willoughby-Eastlake City Schools Coordinator of K-12 Literacy, Title 1 and Gifted Services Stephen Thompson, Willoughby-Eastlake City Schools Superintendent

Sections ▶

**Consortium Contacts**

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

Partnerships

Willoughby-Eastlake City (045104) - Lake County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Michele	Wargo	(216) 524-3000	Michele.wargo@esc-cc.org	ESC of Cuyahoga County	046532	6393 Oak Tree Blvd Ste 300, Independence, OH, 44131-6964	
Adam	Voight	(216) 687-5437	a.voight@csuohio.edu	Cleveland State University		2121 Euclid Avenue , JH377, Cleveland, OH, 44115-2214	

Implementation Team

Willoughby-Eastlake City (045104) - Lake County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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**Implementation Team**

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Alison	Ciferno	Coordinator of K-12 Literacy, Title 1 and Gifted Services	Laurel and Alison will serve as the Willoughby-Eastlake project co-managers for this initiative and will provide on-site support to Willoughby-Eastlake City School District staff and families to ensure the implementation of this project. Laurel and Alison will work with the ESCCC implementation consultant to help facilitate the development of APTT and its implementation in the district's elementary schools, along with the building administrators. Laurel and Alison will organize training sessions, planning sessions and professional development meetings at the district and school level. This initiative will require ongoing development of parent resources and materials, including videos, take home learning strategies, grade-level foundational skill resources and updated beginning of the year presentations. The responsibilities to develop and execute the communication plan for this initiative will also be shared by Alison and Laurel. Community outreach will become part of that plan and include partnerships with supporting agencies such as the public libraries, the development of marketing materials and the promotion of APTT via social media. Laurel and Alison will also help facilitate the gathering of data and other reporting	Licensure: Elementary (1-8) Gifted Intervention Specialist (K-12)	Alison Ciferno has twenty-three years of elementary teaching experience working as a gifted intervention specialist/classroom teacher in a self-contained gifted program. Alison has served as the Gifted Coordinator for Willoughby-Eastlake City Schools for six years and as the Title 1 and K-12 Literacy Coordinator for three years. Alison was instrumental in introducing the Schoolwide Gifted Cluster Model as a model for serving gifted students in all six elementary schools in the district. She also helped to develop and initiate accelerated ELA and math courses in the three middle schools. As the gifted coordinator, Alison oversees district wide professional development in differentiation, supports all teachers working with gifted students, and oversees state reporting and compliance. As the Title 1 coordinator, Alison manages the CCIP funding application and the planning tool. She also trains and supports the Title 1 teachers and principals. Alison manages state reporting as it relates to Title 1 service and also State Diagnostic testing and reporting. As the Literacy Coordinator, Alison is responsible for teacher training, development and implementation of Reading Improvement and Monitoring Plans, and ongoing support as new ELA adoptions have recently been implemented in K-12. She also is responsible for communicating with families in all matters related to literacy, including the Third Grade Reading Guarantee. Alison, along	B.A. Elementary Education and Gifted Education from Kent State University M.Ed. Curriculum and Instruction from Ashland University	10	

			requirements per the Straight A Fund family engagement initiative as described in this application.		with the Curriculum Department, is responsible for planning and coordinating Summer Learning Camp. .			
Michele	Wargo	Educational Consultant, ESC of Cuyahoga County	<p>Michele will serve as the Project Implementation Consultant for 70 days in the grant year. Michelle will provide the WECS D with on-site support to ensure the successful implementation of this initiative. She will facilitate the PD described to support the development of a middle school and high school level family engagement action plan. Her responsibilities will also include developing the kindergarten parent orientation and open house presentations, and other supporting resources requested by the parents including the grade level foundational skill rate reference. Michele will provide ongoing training for the building APTT Champions and supporting the district co-managers role as district leaders responsible for sustaining the initiative in the future. In this role she will help plan the training sessions, teacher planning sessions, related PD identified as critical to the implementation of this project and APTT debriefing sessions hosted at each of the elementary schools. She will also work with the districts' central office staff, the building leadership teams, the building principals, and the WestEd consultants to ensure the successful implementation of the APTT model. Upon request, Michele will also serve as a consultant at individual parent-teacher conferences. Michele</p>	Licensure: PreK-3 (Early Childhood Education) Administrative Specialist Licensure in Curriculum, Supervision, Instruction, and Staff Development Superintendent Licensure	<p>Michele initiated and supported the implementation of the Straight A Fund Empowering Parents project in the Parma City School District and currently serves as a consultant for the Cleveland Metropolitan School District APTT pilot program for the 2015-16 school year. Michele also serves as a Gifted Supervisor for the educational Service Center of Cuyahoga County assigned to Parma. Prior to working on these two parent engagement efforts Michele conducted a series of workshops for PCSD parents on Helping Your Child Become College and Career Ready. Michele has presented to other parent groups, administrators, middle school, high school staff, and guidance counselors on the Development of Talent and Expertise and Supporting Academic Achievement in Middle School and Beyond. Michele also served as the Geauga County's Gifted Coordinator and the P-16 Family Engagement Chair. Through the P-16 initiative she facilitated the implementation of ACT's EXPLORE assessment in many of the districts in the county by consulting with administrators, training teachers to interpret student scores and conferencing with parents to discuss student results. Michele also served on the Ohio ACT Middle School Committee to establish a Middle School component for Ohio's ACT College and Career Readiness Conference.</p>	B.A. Interior Design from KSU M.Ed. Curriculum and Instruction from CSU M.Ed. Gifted Education from CSU	40	

			will work with the project co-managers to gather the required grant artifacts and deliver the evaluation materials and data to the grant evaluator. Finally, Michele will perform other duties not identified during the onset of this project but deemed necessary to support the implementation of the Straight A Fund family engagement initiative as described in this application.					
Laurel	Ravida	Curriculum Coordinator	Laurel and Alison will serve as the Willoughby-Eastlake project co-managers for this initiative and will provide on-site support to Willoughby-Eastlake City School District staff and families to ensure the implementation of this project. Laurel and Alison will work with the ESCCC implementation consultant to help facilitate the development of APTT and its implementation in the district's elementary schools, along with the building administrators. Laurel and Alison will organize training sessions, planning sessions and professional development meetings at the district and school level. This initiative will require ongoing development of parent resources and materials, including videos, take home learning strategies, grade-level foundational skill resources and updated beginning of the year presentations. The responsibilities to develop and execute the communication plan for this initiative will also be shared by Alison and Laurel. Community outreach will become part of that plan and include partnerships with supporting agencies such as the	Licensure: PreK - 3 (Early Childhood Education) Administrative License K-9	Laurel Ravida has six years of elementary teaching experience along with three years of assistant principal experience. Laurel instituted new student/family initiatives such as inviting parents to present specialized knowledge or skills in the classroom. Laurel also created a parent webpage as a resource center for parents. Laurel is now in her second year as the Curriculum Coordinator for the Willoughby-Eastlake City School District. Laurel managed and supported the implementation of the Carol M. White Physical Education Grant for the district. Laurel serves as the Testing Coordinator for the district. Laurel also works with teachers to create pacing guides, common assessments, and SLOs. Laurel has organized professional development opportunities for the district.	B.A. Early Childhood Education from Mount Union College M.Ed. Educational Administration from John Carroll University	25	

			public libraries, the development of marketing materials and the promotion of APTT via social media. Laurel and Alison will also help facilitate the gathering of data and other reporting requirements per the Straight A Fund family engagement initiative as described in this application.					
Adam	Voight	Associate Director of the Center for Urban Education and Assistant Professor of Curriculum and Foundations, Cleveland State University	Adam will serve as external evaluator for this initiative. Adam has worked with project stakeholders to design an evaluation that will assess the implementation and impact of the APTT model in the Willoughby-Eastlake City School District. The results of the evaluation will serve summative purposes for assessing the effectiveness of the project as well as formative purposes to guide the continuous improvement of the project. Adam will facilitate data-sharing agreements with the participating school district to access data necessary for the project evaluation, and he will build and manage a database for the project. Adam will also facilitate qualitative data collection for the project in the form of focus group interviews with stakeholders. Adam will analyze all project data per the evaluation design included in the project proposal, and he will write a technical evaluation report summarizing the results of the analyses. Adam will share the findings from the report at meetings of project stakeholders.	Licensure: Guidance Counselor	Adam Voight has an extensive record of accomplishments in educational research and evaluation. He instructs graduate-level educational research courses at Cleveland State University and has published over a dozen refereed scientific articles related to education and school and district improvement. Adam has evaluated a number of federally funded grants, including the Safe and Supportive Schools (S3) program of the U.S. Department of Education in California, Louisiana, and South Carolina and the national Army Youth Programs in Your Neighborhood (AYPN) initiative of the U.S. Department of Defense. He has also evaluated many federal- and state-funded grants to local education agencies, including the School Climate Transformation Grant of the U.S. Department of Education in Hemet (CA) Unified School District and the Straight A Fund grant of the Ohio Department of Education in Cleveland Heights-University Heights City Schools.	B.A., Psychology, Univ. of Michigan-Ann Arbor M.A., Counseling, Michigan State Univ. Ph.D., Community Research and Action, Vanderbilt Univ.	0	

