

DESCRIPTION OF NATURE OF CONSORTIUM RELATIONSHIP

An education consortium is an association of two or more school districts, school buildings, community schools or STEM schools pooling resources to share human and material assets and link academic and administrative resources with the objective of participating in the development and execution of a Straight A Fund grant application. A grant application submitted by an education consortium uses the shared resources of its members to achieve the goals of the grant application through cooperative purchasing, course sharing, professional development, information technology integration and/or faculty and staff networking. Unlike a partnership, each member of an education consortium is responsible for ensuring the Straight A Fund grant application is developed and executed according to the terms of the grant agreement with the Straight A Program Governing Board. Like individual grant applicants, an education consortium can partner with educational stakeholder(s) via a Partnership Agreement to accomplish the goals of the grant application.

In order to ensure the effective implementation of the Straight A Fund throughout the state, each education consortium must identify each member of the education consortium and attach a description of each respective member's role and responsibilities. Additionally, a separate Description of Partnership must be submitted for any educational stakeholder(s) partnering with the education consortium.

Each member of the education consortium is responsible for the following assurances:

1. Be knowledgeable about the consortium's Straight A Fund grant proposal and application, including advocacy of the Straight A Fund program.
2. Sign and accept the Straight A Program Grant Assurances.
3. Maintain familiarity with the consortium's members and services to enhance the proposal, including specific goals and practices.
4. Demonstrate a commitment to clear roles and responsibilities of each consortium member as it relates to the grant proposal and application.
5. Sustain consistent communication among consortium members and stakeholders with a shared vision of the goals of the grant proposal. This includes participating in regularly scheduled meetings for project management and identifying areas for improvement.
6. Ensure consortium members have appropriate access to data for purposes of grant program improvement and evaluation in accordance with state and federal law.
7. Develop a clear project management plan to sustain the grant project over time.

Education Consortium Signatures

Lead Applicant/Consortium Member

Name: Mary Ronan
 Title: Superintendent
 IRN: 045152
 Phone: 513.363.0070
 Email: Ronanma@cpsboe.k12.oh.us
 Address: 2651 Burnet Ave
 City: Cincinnati
 State: OH
 Zip: 45219-2551

Sign: 
 Date: 10/24/13

Secondary Applicant/Consortium Member

Name: Heidi Stickney, M.Ed
 Title: Director of Special Education
 IRN: 044677
 Phone: (513) 864-1034
 Email: hstickney@princeton.k12.oh.us
 Address: 3900 Cottingham Dr
 City: Cincinnati
 State: OH
 Zip: 45241

Sign: 
 Date: 10/24/13



DESCRIPTION OF NATURE OF PARTNERSHIP

A partnership is an association between a grant applicant and educational stakeholder(s) in which the stakeholder agrees to provide human and material assets or access to academic and administrative resources to the grant applicant to develop or execute a Straight A Fund grant application. However, in a partnership, only the grant applicant is responsible for ensuring the grant is developed and executed according to the terms of the grant agreement with the Straight A Program Governing Board. Grant applicant partners are responsible only to the extent provided in their Partnership Agreement with the grant applicant.

In order to ensure the effective implementation of the Straight A Fund throughout the state, applicants are encouraged to partner with education stakeholders. Each applicant must identify its partners and attach a description of each respective partner's roles and responsibilities.

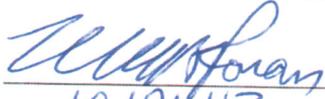
Each member of the partnership is responsible for the following assurances:

1. Be knowledgeable about the applicant's Straight A Fund grant proposal and application, including advocacy of the Straight A Fund program.
2. Maintain familiarity with the partner's services to enhance the proposal, including specific goals and practices.
3. Demonstrate a commitment to clear roles and responsibilities of each partner as it relates to the grant proposal and application.
4. Sustain consistent communication among partners and stakeholders with a shared vision of the goals of the grant proposal. This includes participating in regularly scheduled meetings for project management and identifying areas for improvement.
5. Ensure partners have appropriate access to data for purposes of grant program improvement and evaluation in accordance with state and federal law.
6. Develop a clear project management plan to sustain the project over time.

Partnership Signatures

Applicant

Name: Mary Ronan
 Title: Superintendent
 IRN: 043752
 Phone: 513.363.0070
 Email: ronanma@cpsboe.k12.oh.us
 Address: 205 Burnet Ave.
 City: Cincinnati
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 Zip: 45219-2551

Sign: 
 Date: 10/24/13

Primary Partner

Name: Vikki Clemons
 Title: Executive Director
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 Phone: 513-674-4212
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 Address: 11083 Hamilton Avenue
 City: Cincinnati
 State: OH
 Zip: 45231

Sign: 
 Date: October 21, 2013



Secondary Applicant (if applicable)

Name: Heidi Stickney, M.Ed
 Title: Director of Special Education
 IRN: 044677
 Phone: 513.867-1034
 Email: hstickney@princeton.k12.oh.us
 Address: 3900 Cottingham Dr.
 City: Cincinnati
 State: OH
 Zip: 45241

Sign: Heidi Stickney
 Date: 10/29/13

Secondary Partner (if applicable)

Name: Grace Bosworth / Global to Local Language Solutions
 Title: resident
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 Phone: 513-526-5011
 Email: grace@a2local.com
 Address: 1776 Mentor Ave Ste 319
 City: Cincinnati
 State: Ohio
 Zip: 45212

Sign: Grace Bosworth
 Date: 10/21/13

Name: D. Mark Meyers
 Title: Dean, CSSHE / Xavier Univ
 IRN: _____
 Phone: 513-745-3119
 Email: meyersd3@xavier.edu
 Address: 3800 Victory Pky
 City: CINCINNATI
 State: OHIO
 Zip: 45297

Sign: D. Mark Meyers
 Date: 10/23/13

Tertiary Partner



“Future CLASS for Diverse Learners” Description of Roles and Responsibilities

Cincinnati Public Schools, Lead Applicant

CPS will closely follow all program requirements as listed in the Straight A Fund notice, taking great care to ensure proper oversight of financial obligations and provide meaningful and impactful opportunities for collaborative success between CPS, Princeton, Hamilton Co. ESC, and Xavier University. The ESL/Foreign Language Curriculum Manager Marie Kobayashi will work closely with the Grants Administration Director Rebecca Ruckel to ensure strict compliance within each identified school and across the consortium as it pertains to grant guidelines. Mrs. Kobayashi will communicate regularly with district leadership and school administrators to ensure project operations are in alignment with the grant requirements, as well as collaborate with Princeton City Schools, Hamilton Co. ESC, and Xavier University to communicate and facilitate trainings for teachers throughout the year.

Personnel-

Mireika (Marie) Kobayashi is the Manager for ESOL and Foreign Languages in Cincinnati Public Schools. She works in consultation with central office and building administrators to ensure that appropriate supports are in place to enhance the acquisition of English as well as foreign languages. She holds an MA in Education and is working on her doctoral degree at the University of Cincinnati with a focus on second language acquisition.

She has served as the lead and contact for other competitive grants, including federal foreign language assistance program (FLAP), for which she oversaw the collaboration of various schools across district with local IHE's to support the enhancement of the quality of World Language instruction to students from Kindergarten through post-secondary school (K-16). She also has served as an adjunct professor at the College of Mount St. Joseph, University of Dayton, and University of Cincinnati teaching courses in the areas of Multicultural Counseling, Educational Assessment, and Consultation. She has presented on the subject of second language acquisition, assessment and consultation for English language learners at several local and statewide conferences. Main responsibilities include:

- Work collaboratively with PCS on grant program oversight;
- CPS financial compliance oversight and overall program financial oversight;
- Schedule and facilitate SIOP trainings for participating CPS teachers;
- Facilitate CPS teacher enrollment into TESOL courses;
- Oversee TMM program installation and use throughout CPS;
- Create a teacher and administrator toolkit to evaluate TMM program usage in CPS;
- Work with G2L and PCS to determine language needs for document translation and completion of translation; and
- Oversee evaluation committee.

Princeton City Schools, Secondary Applicant

Princeton City Schools (PCS) is a diverse community where all learners are inspired to dream and challenged to achieve. PCS serves approximately 5,000 students, of which over 900

students (20%) represent an ELL population, a population continuing to rise with each school year. PCS enrollment represents a diverse ethnically, socioeconomically, and culturally student body. This diversity adds richness to the learning experience of students and staff alike and become a valuable asset which prepares students for the global society. Currently, the district oversees 10 schools throughout the communities of Evendale, Glendale, Lincoln Heights, Sharonville, Springdale, Woodlawn, Sycamore Township and portions of other township areas north of Cincinnati, Ohio. From these areas, PCS draws one of the most diverse student bodies of any school in the area.

Personnel-

Heidi Stickney is the Princeton City Schools Director of Special Education. As the Director of Special Education in multiple Ohio school districts, Mrs. Stickney has shown her leadership abilities time and time again. Her innovative leadership led to the recommendation for the Kathe Shelby Leadership Award as an Outstanding Special Educator of the Year in 2012 by parents and teachers alike. As one of 5 Ohio school districts selected for a pilot program sponsored by the Office of Exceptional Children and the Data and Accountability Center. Mrs. Stickney implemented system change, which resulted in closing the gap for reading for the 3rd and 4th grade students with disabilities from 39% passing in 2009 to 83.3% and 78.9 % passing respectively in 2011 in Loveland City Schools. The success of the systems change won Mrs. Stickney an invitation to speak locally as well as Nationally at the Mega Conference in Washington DC in 2011.

Mrs. Stickney's extensive success with systems level change and student achievement with students with special needs has led to expanding into also severing English Language Learner programs both in Loveland and Princeton City Schools. Mrs. Stickney manages federal and local budgets as well as staff for both programs. To support the growth and success of the programs Mrs. Stickney supports, she collaborates regularly through the Title III Consortium of Southwest Ohio, as well as with the Hamilton County Educational Services Center. Main responsibilities include:

- Work collaboratively with CPS on grant program oversight;
- Financial compliance oversight for PCS;
- Schedule and facilitate SIOP trainings for participating PCS teachers;
- Facilitate PCS teacher enrollment into TESOL courses;
- Oversee TMM program installation and use within PCS;
- Create a teacher and administrator toolkit to evaluate TMM program usage in PCS;
- Work with G2L and CPS to determine language needs for document translation and completion of translation; and
- Participate on program evaluation committee.

Hamilton County ESC Title III Consortium, Primary Partner

Hamilton County ESC Title III Consortium supports districts through professional development for ESL and content teachers for English Language Learners (ELL), access to a library of appropriate materials for ELL, and ongoing consultation to districts regarding best practices for

their limited English proficient students. Any district may participate in the consortium regardless of their allotment from the Ohio Department of Education. Consortium member services include:

- Sheltered Instruction Observation Protocol Training (SIOP);
- OTELA Training; Access to Consortium Library (material for students and teachers);
- Professional development for teachers around current issues impacting ELL;
- Warehouse of available ESL plans, policies and procedures stored on our password encrypted website;
- District level consultation for system-wide change for ELL;
- Consultation regarding tiered level of supports for ELL;
- Provide districts with current information from ODE and the Lau Center regarding ELL populations; and
- Consultation in developing LEP improvement plans; and Audit tool and consultation for best practices and compliance.

Personnel-

Constance (Connie) Reyes-Rau is the Hamilton County Title III Consortium Director and Coordinator. In this role, she provides guidance and leadership to 29 districts in Hamilton, Clermont, Warren, and Highland counties in managing funding for English Language Learners and developing policy/procedures to provide best practice support for ELLs. She provides professional development, consultation, and technical assistance in instruction, assessment, and compliance and provides consultation to district leadership teams to assist with data-based decision making as well as facilitating and training districts on tools and resources for implementation of research and evidence-based positive behavior supports, literacy, and culturally responsive practices. As part of her current work, Connie has provided professional development to over 200 educators on differentiating language learning and Learning Disabilities, and has created tools for auditing district-wide ESL services in collaboration with district administrators. Connie has presented at numerous conferences and for several organizations. Main responsibilities include:

- Work collaboratively with CPS and PCS on training scheduling and oversight;
- Financial compliance with CPS and PCS;
- Lead and facilitate SIOP trainings for participating consortium teachers;
- Facilitate consortium teacher enrollment into TESOL courses;
- Oversee SIOP routine fidelity checks;
- Work with consortium to create a teacher and administrator toolkit to evaluate TMM program usage;
- Work with consortium and G2L to determine language needs for document translation;
- Upload video and classroom materials for use within Title III consortium; and
- Participate on program evaluation committee.

Xavier University, Secondary Partner

Xavier University is a private, Catholic, Jesuit University established in 1831. Xavier University has been recognized for the past several years as one of the nation's best Midwestern colleges

and universities by US News and World Report. The University has 6,450 students, including nearly 4,000 full-time undergraduates and offers more than 75 undergraduate majors and graduate programs in 10 areas. The School of Education offers degree and licensure programs approved by the Ohio Board of Regents that are nationally accredited by the Teacher Education Accreditation Council (TEAC). These programs are among Xavier's largest and serve over 1,000 students, reflecting Xavier University's mission. The education programs are rigorous academic and professional programs that challenge and support students. As a result, Xavier graduates are prepared for careers in diverse, complex, and inter-professional environments.

Personnel-

Cynthia Geer is a faculty member in the Department of Education and Literacy Department. She is currently in her eighth year as chair of the Department of Childhood Education and Literacy at Xavier University. Some of her responsibilities include teaching, overseeing faculty and programs within the department, accreditation oversight, implementing the State of Ohio and Ohio Board of Regents mandates, and facilitating and implementing new endorsement and licensure programs such as the TESOL program. Furthermore, she has much experience in writing, implementing, and evaluating grants that provide professional development for educators. In her 18 years as a professor at Xavier University, she remains active in teaching courses in teacher education, serving in professional capacities such as university and state committees, publishing articles in professional journals, and making presentations at state and national conferences. Main responsibilities will include working closely with the consortium and Hamilton County ESC to coordinate teacher registration and participation in the two required courses towards the TESOL endorsement.