<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>0.00</td>
<td>0.00</td>
<td>173,370.00</td>
<td>187,465.00</td>
<td>2,027,012.00</td>
<td>0.00</td>
<td>2,387,847.00</td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td>0.00</td>
<td>0.00</td>
<td>115,863.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>115,863.00</td>
<td></td>
</tr>
<tr>
<td>Governance/Admin</td>
<td>45,736.60</td>
<td>22,257.05</td>
<td>40,497.00</td>
<td>2,500.00</td>
<td>1,250.00</td>
<td>0.00</td>
<td>112,240.65</td>
<td></td>
</tr>
<tr>
<td>Prof Development</td>
<td>25,500.00</td>
<td>4,102.95</td>
<td>386,258.00</td>
<td>2,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>417,860.95</td>
<td></td>
</tr>
<tr>
<td>Family/Community</td>
<td>0.00</td>
<td>0.00</td>
<td>25,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>25,000.00</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td>0.00</td>
<td>0.00</td>
<td>9,088,470.63</td>
<td>0.00</td>
<td>350,000.00</td>
<td>0.00</td>
<td>9,438,470.63</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>71,236.60</td>
<td>26,360.00</td>
<td>9,829,458.63</td>
<td>191,965.00</td>
<td>2,378,262.00</td>
<td>0.00</td>
<td>12,497,282.23</td>
<td></td>
</tr>
</tbody>
</table>

**Adjusted Allocation:** 0.00

**Remaining:** 12,497,282.23
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Marysville Early College High School and Union County Innovation Center

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 3 you seek to achieve. Please limit your responses to no more than three sentences.

3. Marysville Exempted Village School District (MEVSD), its consortium partner Ohio Hi Point Vocational School District (OHP), Columbus State Community College (CSCC), Honda of America Manufacturing, LLC (Honda), Union County Chamber of Commerce (Chamber) and EDWorks are joining together to create the Marysville Early College High School (MECHS) and Union County Innovation Center. By using EDWorks’ Fast Track school design, the consortium will significantly increase student achievement for students attending Ohio’s first manufacturing related STEM (science, technology, engineering, math) Early College High School where they can earn 45-60 college credits and a high school diploma in four years. Partners will reduce spending and drive a greater share of resources to the classroom as they transform a vacant school into a state of the art Union County Innovation Center where MECHS, OHP, CSCC and Honda share space, services and programs which will significantly increase regional access to high quality, industry standard career/tech, college and workforce development programs for nearly 2,000 youth and adults by 2019.

4. Lead applicant primary contact: - Provide the following information:
   - First Name, last Name of contact for lead applicant: Diane Mankins
   - Organizational name of lead applicant: Marysville Exempted Village School District
   - Unique identifier (IRN/Fed Tax ID): 051334
   - Address of lead applicant: 1000 Edgewood Drive, Marysville, Ohio 43040
   - Phone number of lead applicant: 937-644-8105
   - Email address of lead applicant: dmmankin@marysville.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, last Name of contact for secondary applicant: Debbie Wortman
   - Organizational name of secondary applicant: Ohio Hi-Point Vocational School District
   - Unique identifier (IRN/Fed Tax ID): 051334
   - Address of secondary applicant: 2280 State Route 540, Bellefontaine, Ohio 43311
   - Phone number of secondary applicant: 937-599-3010
   - Email address of secondary applicant: dwortman@ohiohipoint.com

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below:

   Organization: Columbus State Community College Contact: Jeff Spain (IRN/Fed Tax ID): 066144 Address: 550 East Spring Street, Columbus, Ohio 43215 Phone number: 614-287-5535 Email: brownh@edworkspartners.org

   Organization: Marysville Exempted Village School District Contact: Scot McLemore (IRN/Fed Tax ID): 045476 Address: 1990 State Route 738, Marysville, Ohio 43040 Phone number: 937-642-5000 Email: scot_mclemore@hna.honda.com

   Organization: Honda North America Services, LLC Contact: Scot McLemore, Manager of Technical Development (IRN/Fed Tax ID): 045476 Address: 1990 State Route 738, Marysville, Ohio 43040 Phone number: 937-642-5000 Email: scot_mclemore@hna.honda.com

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

   * Letters of support are for districts in academic or fiscal distress only. If a school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

   * If a partnership or consortia will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

rubric 1: Team qualifications, skills experience Project Director: Kathy McKinnies, MEVSD MSPrincipal. Coordinate all activities; support project Lead Project Manager/managerial duties completing compliance docs. Experience: highly skilled school leader & professional developer; supported/expanded project based learning creating new opportunities for students to think/innovative. Construction Manager: Mike White, MEVSD Business Services Director. Oversees all facility renovation/construction activities. Led multiple innovative K-12 construction projects Lead Project Team (LPT) Role: executive oversight (1 executive per partner); oversees major activities, expenditures & partnership development. LPT Members/Experience: Diane Mankins, MEVSD Superintendent. Led early HS re-design project in Reynoldsburg, created alternative HS pathway for dropout recovery. Created Marysville Transformer Leadership Team to re-envision teaching/learning. Jeff Spain, Columbus State Operations Supervisor designed, planned/implemented training solutions for corporate/public sector; implemented training innovative program 1000+ Ohio logistics workers. Scot McLemore, Honda Manager/Technical Development: advisor to Ohio Dept of Ed Manufacturing Curriculum team; Columbus State Dept of Engineering; Hi-Point & Toles Career Centers & area Project Lead The Way (PTW) teams. Debbie Wortman, Hi Point Satellite Director: partnered with business/industry/higher ed on cutting edge new programs housed in unique settings using vacant buildings Andrea Mulkey, EDWorks Director of Strategic Partnerships. 10 years nonprofit/public sector program management. Assisted State University of New York to implement 23 Smart Scholars ECHS/managed Ohio ECHS Network. LPT supported by project manager partners: MEVSD (Andy Culp, Asst Superintendent; Cindy Kittler, Treasurer; Christopher Dais, IT Director; Aaron Cook, HS Principal), Partners (Robin Kanaan, EDWorks, Teaching & Learning Director; Eric Phillips, Union County Chamber, COO). Role: Manage organization’s activities. Rubric item 2: Partners qualifications & Roles MEVSD (lead applicant/fiscal agent, provide faculty, recruit students); Innovation - created "transformational committee" to research, benchmark, & learn about educational reform. Partnered with Scotts Companies on STEM, SEEDS program; nationally recognized for "Outstanding Advanced Placement" results. Nationally ranked Agriculture/FFA Program. Hi Point (consortium applicant, bring STEM Career Tech programs to Innovation Center, share services/programs with OHP). Innovation: Collaborated with industry to implement youth/adult training programs addressing workforce needs; locating programs in unique settings & renovated vacant facilities. Columbus State (ECHS Higher Ed partner-college partner course provider). Innovation: partnered with central Ohio companies to address workforce improvement & economic development needs through ground-breaking approaches to education, career counseling, talent development, customized training & organizational performance Honda. (ECHS industry partner; join in using shared services Innovation Center). Innovation: partnered with area MS/HS supporting STEM outreach where students learn robotics & manufacturing systems; partnered with central Ohio higher ed to offer engineering, technology and educational work opportunities. EDWorks (school development/professional learning/curriculum) Innovation: successfully enacted high school improvement at state, district, and school level; innovative designs raised performance expectations for 50,000 students & 300+ teachers sharpened skills through job embedded professional learning. Union County Chamber/ECHS industry partner); Supports Innovation efforts such as Business, Education & Workforce Team, Union County CEO Roundtable, Education-Connection Grant Program, Workplaces of Today & Tomorrow.

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

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

   - [ ] Student achievement
   - [ ] Spending reductions in the five-year fiscal forecast
   - [ ] Utilization of a greater share of resources in the classroom

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

   - [ ] New - never before implemented
   - [ ] Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
   - [ ] Mixed Concept - incorporates new and existing elements

UploadGrantApplicationAttachment.aspx
11. Describe the innovative project.

Rubric Item 3.4: Bold Innovation Solutions answering identified goals & Description of Innovative Project Goal 1: Significantly Improve Student Achievement by implementing EDWorks Fast Track ECHS model. MEVSD will create a team of experts consisting of MEVSD, CSCC, Honda and other local businesses in order to design and open a new STEM focused middle and high school. EDWorks’ support includes curriculum development, community engagement, partnership development & visits to high performing/innovative STEM & ECHS to learn best practices & develop a network for teachers to share language and technology. STEM curriculum developed in partnership with Marysville HS, will open fall 2014 serving 100 - 9th graders.

12. How will the meet the goal(s) selected above?

- If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Rubric Item 5:Imaginative/Reasonable Outcomes 5 Yr Benchmarks & Long Term Objectives - see Question 24-25. Project Outcomes below will be met by 6/30/2014.

1. Financially support the project through local, state and federal funds.
2. Significant improvement in student achievement.
3. Significant increase in student engagement.
4. Significant increase in student retention.
5. Significant increase in graduation rates.
6. Significant increase in college going rates.
7. Significant increase in school completion rates.
8. Significant increase in postsecondary education attainment.
9. Significant increase in career and technical education programs.
10. Significant increase in work force development.

13. Financial Documentation - All stakeholders must upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget
b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

14. What is the total cost for implementing the innovative project?

$12,497,282.23 Total project cost

15. What new/recurring costs of your innovative projects (costs for implementing the project) are not included in the budget?

- Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT money, local foundation, student support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

Local funds: MEVSD: Professional Development Office 918 accounts $15,000, Title II $15,000 for Professional Development for the staff in this program and 504 Construction Fund $1,500,000. HP will be a significant equipment provider. CSCC: MECHS- $90,000 for start up of the project. Honda: $1,000,000 for consulting services. Other costs: High School for Textbooks $1,000,000, Market Analysis $500,000, Impact Evaluation $500,000, etc.

16. Are there expected savings that may result from the implementation of the innovative project?

Scorer note: For your convenience, MEVSD provided an additional tab on Financial Impact report with an expanded budget narrative and detailed construction expenditure descriptions. This project is complex and the team feared 4, 000 characters might not adequately convey the depth of the work. Salaries ($71,236.00). MEVSD Project Director $45,736.00 ($381.13 per day * 120 days) ; MECHS/HP staff $240,000 (10 days per year * 200 days). Project Manager $160,000 ($123,000 per year *5 years = 615,000) ECHS Principal ($123,000 per year *5 years = 615,000) for Professional Development for the staff in this program and 504 Construction Fund $1,500,000. Calkins: $8,000.00. MEVSD: School Counseling Management System 5-year unlimited license for $99,570.00 (significant discount given for 5 year license with pre-pay during year 1), enrollment study $10,000 (contract with external consultant - 10 days ($1,000 per day), sub costs $12,000 ($109 per day * 150 staff) 60 college credits (onsite, online, dual enrollment, blended). Contingency $776,012.00. C:numerical $2,327, Columbus: $564,000. Certificated $564,000. Printed: $23,872,000. MEVSD will purchase all capital expenditures including but not limited to Furniture & Fixtures $351,250 (completely refurnishing/new fixtures in 30 stores, some of the classrooms will be taken more furniture than others), phone $69,000, Networking $168,490, Computers/multi-media $564,000,Edison Technology and Webbing $34,000, Manufacturing $150,000, Robotics $450,000. Design & Equipment $161,000 and FANCU Equipment $7,488. While all capital expenditures will be paid by MEVSD, the project will use them to share costs for maintaining them.
negotiate significant discounts with educational partners by contracting for multiple years with payment made in full during the first year. EDWorks' ECHS design provides a blueprint for institutions of higher education and their communities to help low income, minority and first generation college students earn up to two years of college credits. While decreased expenditures is an important goal for all partners, there is an interest in exploring revenue generating opportunities with established partners and other potential community members/businesses.

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or plan.

The ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

**Proposed Timeline Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb:</td>
<td>Board approval of grant, project director &amp; all contracts</td>
<td>Meets the financial, fiscal and legal requirements for approval of a grant.</td>
</tr>
<tr>
<td>Mar:</td>
<td>Weekly LPT meeting; model STEM/ECHS visits; progress monitoring; finalize communication plans with staff/stakeholders; consortium board updates; inform &amp; recruit students; hire MECHS staff</td>
<td></td>
</tr>
<tr>
<td>Apr:</td>
<td>Design Team, Curriculum Development, ECHS pedagogy/planning; On time; facility turnover; prepare site; On time: facility turnover;</td>
<td></td>
</tr>
<tr>
<td>May:</td>
<td>Asbestos removal (locally funded prior to award but required prior upfront). Meet county officials to create collaborative project environment; process fast tracking licenses/permits; weekly LPT</td>
<td>Leverages community funding and maximizes project potential.</td>
</tr>
<tr>
<td>Jun:</td>
<td>Application Preparation Communication: 2012, K-12 Transformational Leadership Team engaged partners, staff &amp; community around educational transformation. Team spent a year benchmarking/researching best practices &amp; visiting high performing/innovative schools. 2013, MEVSD contracted EDWorks to build staff capacity around student rigor, innovation, college/ career readiness &amp; STEM pedagogy. After RFP released, executive leadership from each partner created the Lead Partner Team (LPT) meeting 1-2 times/week.</td>
<td>Establishes a comprehensive, sustainable, scalable framework for achieving college and career readiness for all students.</td>
</tr>
<tr>
<td>Jul:</td>
<td>Rubric item 8: Significant, inspires lab mileage for scientific understanding of the project. Realistic barriers/ reasonable solutions; MEVSD &amp; partners meet with County leaders to set a realistic timeline</td>
<td>Establishes a comprehensive, sustainable, scalable framework for achieving college and career readiness for all students.</td>
</tr>
<tr>
<td>Aug:</td>
<td>Milestones Planning Milestones: Nov: Asbestos removal (locally funded prior to award but required prior upfront). Meet county officials to create collaborative project environment; process fast tracking licenses/permits; weekly LPT</td>
<td>Leverages community funding and maximizes project potential.</td>
</tr>
<tr>
<td>Sep:</td>
<td>On time; facility turnover; prepare site; On time: facility turnover;</td>
<td>Leverages community funding and maximizes project potential.</td>
</tr>
<tr>
<td>Oct:</td>
<td>EDWorks provides a blueprint for institutions of higher education and their communities to help low income, minority and first generation college students earn up to two years of college credits. The new construction and community's tax burden. New construction is estimated at $220 per square foot and the renovation cost is approximately $137 per square foot. While decreased expenditures is an important goal for all partners, there is an interest in exploring revenue generating opportunities with established partners and other potential community members/businesses.</td>
<td></td>
</tr>
<tr>
<td>Nov:</td>
<td>By the end of the grant, as enumerated in the Financial Impact Table, the sustainable fiscal plan will be supported through signed Memorandum of Understandings which share costs for facility, utilities, staffing as well as expanded opportunities for shared programs and services. These shared costs models provide the opportunity to decrease expenditures for all partners. Working directly with CSCC staff, MEVSD will offer an array of online and blended learning classes. Creating virtual opportunities allows all students more choice, flexible learning, and embedded intervention/remediation. At the same time, it drastically reduces the operational costs associated with salaries, benefits, supplies and classroom costs. It provides the opportunity to reduce the total FTE to student ratio driving down expenditures. Expense reductions will be recognized through attainment and less costly staffings. The newly renovated learning space will improve energy efficiency and environmental sustainability through the use of green products to improve air quality.</td>
<td></td>
</tr>
<tr>
<td>Dec:</td>
<td>Narrative explanation: Date above by which all Planning Activities will be complete. Application Preparation Communication: 2012, K-12 Transformational Leadership Team engaged partners, staff &amp; community around educational transformation. Team spent a year benchmarking/researching best practices &amp; visiting high performing/innovative schools. 2013, MEVSD contracted EDWorks to build staff capacity around student rigor, innovation, college/ career readiness &amp; STEM pedagogy. After RFP released, executive leadership from each partner created the Lead Partner Team (LPT) meeting 1-2 times/week.</td>
<td>Establishes a comprehensive, sustainable, scalable framework for achieving college and career readiness for all students.</td>
</tr>
</tbody>
</table>

**Rubric Item 9. Realistic barriers/ reasonable solutions**

**Rubric Item 10. Strong plan for implementing, coordinating, communicating project activities & events.**

**Implementation MILESTONES: 2/28/2014**

**Summative Evaluation: 9/30/2014**
rubric Item 11: Realistic/Significant Instructional/Organizational Changes Move Institutions toward Goals Instructional Shifts: All MEVISD 9th graders will take COMPASS Test for college readiness in math & English. MS teachers will use data to adjust teaching practices to better prepare students. 8th graders & Columbus State Student Advisor will create personalized college readiness plan for intervention or enrichment aligned to college/career interests. MECHS 8th graders will also have a 4-year academic roadmap accelerating them through a rigorous HS course of study up to 60 hours of college credit by graduation. 9th graders complete their 1st CSCR course to build a culture of high expectations. In 10th grade most students take 1 or more non-requisite CSCR course. As soon as students meet MEVSD prerequisites they begin taking TAG (transfer acceptance guaranteed) courses. MECHS students receive academic & social supports they need to ensure TAG. Participating district schools will be equipped with STEM educational training facilities & problem-based learning and other innovative strategies to better serve student intellectual & developmental needs in a supportive, nurturing & highly rigorous learning environment. Through partnerships with Hi-Pont, Columbus State & local businesses, all MECHS students will complete a capstone experience which includes an in-depth internship with a professional mentor where they solve real-world industry & community challenges, develop essential life skills and graduate with a professional portfolio. Columbus State & Hi-Pont will work to create a seamless transition between high school & college.

rubric Item 13: How strong is the underlying rationale, and in what ways is the project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources that in the past?

rubric Item 14: Project become model so other schools can take advantage of learning from project ECHS Replication: EDWorks has been refining and replicating its ECHS model since 2007. To date, over 33 ECHS programs have been implemented in Ohio and New York using EDWorks’ design. EDWorks’ ECHS design provides a blueprint for local corporations, economic development organizations, institutions of higher education and their communities to help low income, minority and first generation college going students earn an Associate’s degree or up to two years of college credit during their high school years. This model provides an opportunity for multiple stakeholders to work together to create a pipeline of students for the jobs that are now available. EDWorks’ model provides a clear pathway for students to earn college credits in high school while still in high school, with a high percentage of students going on to college after graduation.

rubric Item 15: Strong likelihood of substantial impact and lasting value. According to the Bridgespan Group report (2012) in today’s world, a HS diploma no longer provides access to the types of employment opportunities that are capable of providing the income & job security required to support a family. This is a significant change from the past. Several states have raised the minimum degree requirements for HS graduates (RCS 12 spectrum. Kiddie Academy, provides Kindergarten wrap around as well as K-8 before and after school programs. On the High School campuses, Columbus State has a Regional Learning Center, Mount Carmel Health System operates a full service doctor’s office and Ballet Met has a dance studio. Each partner uses the space rent free in exchange for another type of service to the district, its students and families. This is the type of collaboration MarCVS will be creating in the Innovation Center. While Straight A Funds will provide a “jump start” allowing state and the art of the renovation, the idea of using space as currency can be replicated in communities across Ohio. To do this successfully, the district and its partners must be committed, creative and collaborative. The partners committed to developers agreements in such a way that it will outlast current leadership and be self-sustaining. They must creatively think about how to share space, services and resources. They must collaboratively work through challenges and co-develop solutions which meet the demands of the marketplace.

rubric Item 16: Project meet project goals and be sustained. Columbus State and Marysville have initiated a need to identify a need to explore common areas and “win for education and industry.” The Innovation Center will have industry standard technology so potential hires can demonstrate their skills & even take CSCC classes to improve skills before applying to Honda. This will be a great win-win for education and industry.
24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Rubric Item 17: Strong evaluation methodology: resources to determine success All Short Term Objectives = Outcomes (complete by 6/30/2014). 1: 100% Marysville 8th graders complete COMPASS Test have personalized college readiness plan. Data: COMPASS Test results, # students enrolling, college readiness plan document. Formative output: # students college ready math, # students college ready English, # student completing college ready plan. Progress Monitoring: database monitoring COMPASS results/student plans 2: Complete 4-year program of study framework with 3 career pathway options each including internships & capstone projects. Data: documentation of 4 year course of study. Formative output: planning agendas, draft plans, submission to ODE. Progress Monitoring: gantt chart with key milestones 2: 100% MECHS staff complete EDWorks professional development. Data: # training offered, # MECHS staff participating. Formative output: attendance sheets, monthly training reports. Progress Monitoring: database monitoring training 4: MECHS projected enrollment of 100 8th grade students. Data: # 8th grade students, #students enrolled, Formative output: student enrollment/parent permission forms, course requests. Progress Monitoring: database monitoring student enrollment 5: Fiscal plan for Union County Innovation Center that can result in significant savings over 5 years for MEVSD & OHP. Data: documentation of fiscal plan. Formative output: planning agendas, draft plans. Progress Monitoring: gantt chart with key milestones 6: Complete facility renovation to create Union County Innovation Center & ribbon cutting celebration Project Outcome 7: All partners sign MOUs describing obligations, shared services/ programs aligned to fiscal plan. Data: # MOUs signed. Formative output: planning agendas, draft plans. Progress Monitoring: database monitoring 7: All partners sign MOUs. Data: # MOUs signed. Formative output: planning agendas, draft plans. Progress Monitoring: database monitoring signatures 8: MOU defines shares instructional & administrative services. Data: documentation of signed MOUs. Formative output: database monitoring. Progress Monitoring: database monitoring student enrollment 9: Fall 2014, 300 (100 MECHS & 200 OHP) total students attending shared service programs at Union County Innovation Center. Data: # students enrolled at MECHS & OHP. Formative output: planning agendas, draft plans. Progress Monitoring: database monitoring student enrollment 10: Expand online/blended learning CSCC courses aligned to 3 ECHS career pathways Long Term Objective d. Partners will increase shared instructional/administrative services by 10% from previous year. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked. Increased use of facility by adults to increase workforce readiness/credentials Increased perception that HS students can successfully complete significant numbers of college credits Increased number of students entering STEM manufacturing fields/post secondary programs upon graduation Students (high school and adult) increase access to and comfort level with online/blended learning coursework within their chosen career pathway.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

Rubric Item 18: Strong evaluation methodology: resources to determine success All Short Term Objectives = Outcomes (complete by 6/30/2014). 1: 100% Marysville 8th graders complete COMPASS Test have personalized college readiness plan. Data: COMPASS Test results, # students enrolling, college readiness plan document. Formative output: # students college ready math, # students college ready English, # student completing college ready plan. Progress Monitoring: database monitoring COMPASS results/student plans 2: Complete 4-year program of study framework with 3 career pathway options each including internships & capstone projects. Data: documentation of 4 year course of study. Formative output: planning agendas, draft plans, submission to ODE. Progress Monitoring: gantt chart with key milestones 2: 100% MECHS staff complete EDWorks professional development. Data: # training offered, # MECHS staff participating. Formative output: attendance sheets, monthly training reports. Progress Monitoring: database monitoring training 4: MECHS projected enrollment of 100 8th grade students. Data: # 8th grade students, #students enrolled, Formative output: student enrollment/parent permission forms, course requests. Progress Monitoring: database monitoring student enrollment 5: Fiscal plan for Union County Innovation Center that can result in significant savings over 5 years for MEVSD & OHP. Data: documentation of fiscal plan. Formative output: planning agendas, draft plans. Progress Monitoring: gantt chart with key milestones 6: Complete facility renovation to create Union County Innovation Center & ribbon cutting celebration Project Outcome 7: All partners sign MOUs describing obligations, shared services/ programs aligned to fiscal plan. Data: # MOUs signed. Formative output: planning agendas, draft plans. Progress Monitoring: database monitoring signatures 8: MOU defines shares instructional & administrative services. Data: documentation of signed MOUs. Formative output: database monitoring. Progress Monitoring: database monitoring student enrollment 9: Fall 2014, 300 (100 MECHS & 200 OHP) total students attending shared service programs at Union County Innovation Center. Data: # students enrolled at MECHS & OHP. Formative output: planning agendas, draft plans. Progress Monitoring: database monitoring student enrollment 10: Expand online/blended learning CSCC courses aligned to MECHS career pathways Data: # online/blended learning CSCC courses in pathways Fall 2013, Fall 2014. Formative output: CSCC create courses. Progress Monitoring: database monitoring # aligned online/blended CSCC courses All Long Term Objectives complete by 6/30/2015 A.100% MECHS 9th graders participate in 1+ CSCC course. Data: # students enrolled at MECHS # students enrolled in CSCC course. Formative output: enrollment data (high school/college); student report cards. Progress Monitoring: database monitoring student college coursework B. 100% MECHS 9th graders successfully progress to 10th grade. Data: # 9th/10th grade students enrolled, # 10th graders with zero credit deficiencies. Formative output: enrollment data; semester report cards; credits earned. Progress Monitoring: database monitoring student college coursework C. MEVSD/OHP combined projected savings of $24,479.00 in FY16 budget. Data: projected budget. Formative Output: 4 year forecast, Financial Impact Table. Progress Monitoring: Treasurer monitor building expenditures/ revenue to determine annual cost savings. Progress Monitoring: database monitoring student coursework D. Project Director creates database to monitor program outcomes data, enters data & monitor outcomes. PLT meets weekly to prevent problems & intervene quickly. Construction Manager monitors/reports progress. Project Director attends training and renovation site weekly. Monthly Report to Superintendents, Boards & PLT.

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.