## Budget

Akron City (043489) - Summit County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (569)

### Purpose Code

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### Adjusted Allocation

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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: Insert Project Title: Connected Learning for College and Career Success (ONE+)

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

The Akron Public Schools (APS)2 and Bio-Med Science Academy initiative, “Connected Learning for College and Career Success (ONE+)”, will create a unified system of education across PK-12 and higher education where district schools become PK-16 connected hubs of learning for students and adults resulting in a world-class workforce that meets this region’s needs. Through strategic partnerships and maximum accessibility, all students will have the opportunity to earn one year of college credit while in high school with the overarching goal of raising their levels of student achievement. Success will be measured by five (5) key college and career indicators: number of credits earned through dual enrollment, average ACT score, college enrollment rate, remediation rate for English and Math and college completion rate.

3729 3. Total Students Impacted:

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

First Name, Last Name of Contact for Lead Applicant: David James
Organizational Name of Lead Applicant: Akron Public Schools
Unique Identifier (RNF/Fed Tax ID): 043489
Address of Lead Applicant: 70 N. Broadway, Akron, OH 44308
Phone Number of Lead Applicant: 330-761-2920
Email Address of Lead Applicant: djames@akron.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, Last Name of Contact for Secondary Applicant: Stephanie Lammllein
Organizational Name of Secondary Applicant: Bio-Med Science Academy
Unique Identifier (RNF/Fed Tax ID): 013083
Address of Secondary Applicant: 4209 State Route 44, PO Box 95, Rootstown, OH 44272
Phone Number of Secondary Applicant: 330-325-6169
Email Address of secondary applicant: slammllein@biomedscienceacademy.org

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 (RNF/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Don Plusquellic, Mayor of City of Akron 166 High Street, Suite 200, Akron, Ohio 44308 330-375-2345 mayor@akronohio.gov Daniel C. Colantone, President and CEO Greater Akron Chamber Tax/RN: 1 Cascade Plaza, 17th Floor Akron, Ohio 44308 330-376-5550 colantone@greaterakronchamber.org Allison White, Director OSLN-Akron Hub 199 S. Broadway Akron, Ohio 44325 330-872-7593 msherman@uakron.edu Surjam Shome, CEO Epiphany Management Group 526 S. Main 9th Floor Akron, Ohio 44331 1-888-364-4512 info@epiphanymgmt.com Wanda Thomas, Associate Provost Kent State University Tax-ID: 13-2909029 PO BOX 5190 Kent, Ohio 44242 330-672-2279 wthomas@kent.edu Derran Wimer, Executive Director Regional Summit Education Initiative Tax/RN: 520 S. Main Street 2455 Akron, Ohio 44313 330-535-8833 dwimmer@seion.org Pos Jones, Ph.D., President Stark State Tax/RN: 63425 6200 Frank Avenue North Canton, Ohio 44720 330-494-170 jpnjes@starkstate.edu Stephanie Lammllein, CAC Bio-Med Science Academy IRN 014231 4209 St. Rt. 44 Rootstown, OH 44272 330-325-6169 slammllein@biomedscienceacademy.org R Church, President Lorain Community College Tax/RN: 1005 N Abbe Road Elyria, Ohio 44035 440-366-4050 rchurch@lorrrcanc.org

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 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 consortium will be established, please include the signed Straight A Description of Partnership or Description of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

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.

Akron Public Schools (APS) is a rich and diverse district, the 5th largest in OH with ~22,800 students (10 HS, 9 MS and 30 ELEM), a growing ESL population (5%), 70% of students from economically disadvantaged homes, 19.2% receiving special ed. services and 8.2%Gifted. APS’s strong leadership team has a history of launching/managing large, cutting-edge educational initiatives. ONE+ proposes similar labs in all APS HSs and Bio-Med Science Academy to weld welding, business, nonprofits, government agencies and community groups; partner includes APS, City, Invent Now, UA and GAC; 3) Connected Learning for College and Career Success (ONE+), will create a unified system of education across PK-12 and higher education where district schools become PK-16 connected hubs of learning for students and adults resulting in a world-class workforce that meets this region’s needs. Through strategic partnerships and maximum accessibility, all students will have the opportunity to earn one year of college credit while in high school with the overarching goal of raising their levels of student achievement. Success will be measured by five (5) key college and career indicators: number of credits earned through dual enrollment, average ACT score, college enrollment rate, remediation rate for English and Math and college completion rate.

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
11. Describe the innovative project.

The Brookings Institution calls Akron one of the most successful cities between the eastern seaboard and Chicago and "an economic-recovery model for other cities to follow" (Brookings report, 2008). Akron's continued vitality, though, depends on a highly educated workforce aligned with local employment needs. Currently out "standard" partnerships exist between K-12, higher education and the business community in a "win-win" environment; yet there are currently no "umbrella" structures that provide oversight and strategic direction for all K-12 stakeholders. The "One+" initiative takes advantage of nearly every evidence-based K-12 model of collaborative, hands-on readiness and access services. In developing "One+" partnerships, we were able to: (1) attract and retain outstanding talent by utilizing the Brookings Institution's connections to university, foundation, and corporate networks. This approach demonstrated impact, with new and existing stakeholders engaged in creating the "One+" partnership. (2) Develop a collaborative and inclusive approach to stakeholder engagement. The "One+" partnership includes stakeholders from across the education system, representing all levels of education and community readiness needs and developed prescriptive actions across all APS schools and Bio-Med programs and all One+ initiatives of the scale herein will be fully supported through the strong regional partner network assembled. To ensure One+ success, partners will manage components they are connecting them to experts in many field. Theory of Action for Meeting One+ Goal of Increased Student Achievement: If APS uses the 5 step process in its Prof. Learning Communities to ID students not meeting, meeting, or exceeding college English and Math classes on APS campuses and University freshman survival-oriented courses, (i.e., study skills, time management); 7) Create a digital learning hub which connects APS campuses internally and with external providers to broaden the number of higher level courses, elective courses, and intervention/supports offered in its course catalog; 8) Purchase digital supplemental resources to support existing courses in mathematics, science, health and social studies; 9) Elective courses and provide professional development for teachers to use a learning management software (i.e., Schoology).

2. Describe how it will 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 implementation plan.

The theory of action is the following: McCombs & Stone: "Increased student achievement is a long-term process that requires interventions at all levels of the education system that improve the quality of education and instruction for all students, both college- and career-ready students. The Vision is to provide the opportunity for all APS students to earn 1 year of college credit while in HS. In essence the One+ is a 1+1+2 pathway (APS+Community College+University) or a 1+3 pathway (APS+4 Year University). 9 Major Activities - Connect Students to Knowledge: 1) Expand pathways of learning college credits while in HS through digitally connecting APS campuses and Bio-Med with 3 partner higher education institutions; 2) Expand the number of Assoc. Degrees offered on APS secondary campuses from 3 to 5 during the grant period and to 20 over the next 5 years; 3) Create a Vikings College program at North HS focused on health and medical professions; 4) Integrate strategies of earning college credit while in HS through digitally connecting APS campuses and Biomedical industry/community experts to broaden/deepen students' preparation for college level-work. The vision is to provide the opportunity for all APS students to earn 1 year of college credit while in HS. In essence the One+ is a 1+1+2 pathway (APS+Community College+University) or a 1+3 pathway (APS+4 Year University). 9 Major Activities - Connect Students to Knowledge: 1) Expand pathways of learning college credit while in HS through digitally connecting APS campuses and Bio-Med with 3 partner higher education institutions; 2) Expand the number of Assoc. Degrees offered on APS secondary campuses from 3 to 5 during the grant period and to 20 over the next 5 years; 3) Create a Vikings College program at North HS focused on health and medical professions; 4) Integrate strategies of earning college credit while in HS through digitally connecting APS campuses and Bio-Med with 3 partner higher education institutions; 5) Create a work–study program with leaders from the Architectural and Engineering programs to facilitate internships for high school students; 6) Develop distance learning and professional development opportunities for teachers and other school staff; 7) Create a professional learning community for teachers to share knowledge; 8) Create a student leadership program to engage students in the development of the One+ project; 9) Create a college and career awareness program to inform students about post-secondary options; 10) Create an advising program to help students navigate the college application process. This includes an "Academic and Advising Center" at North HS that will offer a one-stop-shop for all students to receive information about post-secondary options. The "One+ project perfectly aligns with both of these SIP strategies to provide varied, rigorous course options for students and a seamless transition to postsecondary.

C) Sustainability - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or 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 Template featuring the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia partner, 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?

22,227,036.00 Total project cost

* Narrative explanation/rationale: Provide details on the cost items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc). If there are no new/recurring costs, please not applicable

The total cost of the budget is $22,227,036.00. The major One+ expenditures include: 1. APS Salaries: One+ Project Manager to oversee full implementation of One+ initiative ($32,000); Extended time for professional development of Tech Coordinators & teachers using DL equipment in every high school ($51,000). 2. APS Benefits/Fringes: One+ Project Manager ($15,452). 3. Fringe benefits for extended time; 63,000. 4. Distance Learning Equipment ($300,000) for teacher and career coaches to support local implementation. 5. Distance Learning Equipment ($300,000) for staff to support the implementation of One+. 6. One+ Project Manager ($32,000) to oversee full implementation of One+ initiative. 7. Support staff for One+($10,000) to help with the implementation of One+. 8. One+ Project Manager to oversee full implementation of One+ initiative ($32,000); Extended time for professional development of Tech Coordinators & teachers using DL equipment in every high school ($51,000). 2. APS Benefits/Fringes: One+ Project Manager ($15,452). 3. Fringe benefits for extended time; 63,000. 4. Distance Learning Equipment ($300,000) for teacher and career coaches to support local implementation. 5. Distance Learning Equipment ($300,000) for staff to support the implementation of One+. 6. One+ Project Manager ($32,000) to oversee full implementation of One+ initiative. 7. Support staff for One+($10,000) to help with the implementation of One+. 8. One+ Project Manager to oversee full implementation of One+ initiative ($32,000); Extended time for professional development of Tech Coordinators & teachers using DL equipment in every high school ($51,000). 2. APS Benefits/Fringes: One+ Project Manager ($15,452). 3. Fringe benefits for extended time; 63,000. 4. Distance Learning Equipment ($300,000) for teacher and career coaches to support local implementation. 5. Distance Learning Equipment ($300,000) for staff to support the implementation of One+. 6. One+ Project Manager ($32,000) to oversee full implementation of One+ initiative. 7. Support staff for One+($10,000) to help with the implementation of One+.

15. What new/recurring costs of your initiative will continue once the grant has expired? If there are no new/recurring costs, please explain why.

119,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc). If there are no new/recurring costs, please not applicable

Reoccurring costs: 1. Bandwidth expansion to an additional 110 mwg cost will be General Fund ($6,000 annually). 2. Due to the complexity of the technology implementation with the One+ project and the cost to purchase equipment, the One+ project will continue to have new/recurring costs after the grant has expired. The total cost of the project is $22,227,036.00.

Using the 5 step process in its Prof. Learning Communities to ID students not meeting, meeting, or exceeding college English and Math classes on APS campuses and University freshman survival-oriented courses, (i.e., study skills, time management); 7) Create a digital learning hub which connects APS campuses internally and with external providers to broaden the number of higher level courses, elective courses, and intervention/supports offered in its course catalog; 8) Purchase digital supplemental resources to support existing courses in mathematics, science, health and social studies; 9) Elective courses and provide professional development for teachers to use a learning management software (i.e., Schoology).
16. Are there expected savings that may result from the implementation of the innovative project? Yes. 180,000.00 * Specific amount of expected savings (annual)

* Narrative explanation/inationale: Provide details of the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.) Incidental savings of $181,000 has been realized in FY19 - FY19 due to shifting technology equipment infrastructure purchases into the Straight A Fund.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made through at least equivalent to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The entire One+ project was built around the concept of ensuring sustainability. This is a unique state grant that required a unique budgeting approach. The One+ team focused on project activities to achieve student outcomes, but moved static, one-time purchases into the Straight A grant requests and maintained the on-going commitments over the next 5 years in our General Fund, Title IIA, or RIT (for FY15 only). Remaining funds $5,090,000 ambition (100% allocated). 2. Program evaluation from KSU Research Bureau ($5,000 annually). $119,000 recouped annually from Straight A expenditures on Equipment/Capital Outlay (specifically technology infrastructure items) that were planned in FY19.

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 timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe 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.)

* Proposal Timeline Dates

| Plan (MM/DD/YYYY) | 11/11/13 - 3/1/14 |
| * Narrative explanation |

PREPARATION: 1) Technology and Capital Renovations: Purchase all supplies and equipment. Enter into contracts for IT management, installation of supplies and equipment. Design technology project management in cooperation with Epiphany Technologies, Tech Services, and Ciaco. Finalize facility renovation project management plan. Collaborate with LCCC on final facility specifications for Associate Degree Programs; 2) Convene One+ Alliance (UA, KSU, LCCC, Stark St, Chamber, City of Akron, STEM Hub, Bio-MED) to finalize expanded course offerings for Spring, 2014 and 2014/2015 school years. Ensure proper alignment with market needs in Akron and region. Determine Associate Degree programs to move into CLCs for 2014/2015. 3) Purchase digital textbook resources for each curricular; 4) Enter into contract with Ciaco to create Vikings College Program at North HS (seamless pathway to take dual enrollment to Associate Degree programs at LCCC); 5) Identify one developmental math and one developmental English course to offer in Spring. 4) Identify expanded developmental course offerings for 2014/2015; 6) Purchase Schoology and begin installation planning; 7) In January, launch major communication strategy within our in-house Communications Dept to disseminate information about the enhanced partnerships across the One+ project and the main project of installing Distance Learning Labs, enhanced network capabilities; and student devices to expand student’s dual enrollment options. 8) Design training plan for Distance Learning Labs, Schoology, and the digital textbook resources; 9) Convene the Ready HS Network design teams from every high school and Bio-Med to begin planning for their 2014/2015 College Access action plans; 10) Finalize design of KSU Community Evaluation, finalize data tracking systems, and collect baseline data. Barriers/Mitigation: Epiphany must mitigate articulation and receiving delays of equipment and supplies that will cause delays in the project completion. One+ Alliance meetings must be set well in advance for the entire grant period to avoid any delays in convening partner meetings.

IMPLEMENT (MM/DD/YYYY): 1/1/14 - 6/14

* Narrative explanation

IMPLEMENT: 1) Implement 3 ZAPS ACT prep seminars for 900 students; 2) Offer dual enrollment courses for spring semester, including at least 1 English and math developmental course (LCCC, Stark St., UA, KSU); 3) complete renovations at North HS and prepare to move career education programs into the HS over the summer; 4) complete network infrastructure upgrades at North HS and Kenmore HS; 5) Epiphany Management will oversee all of the technology installation; 6) Initiate training on the Distance Learning labs at Buchtel CLC and East CLC that are already installed; 7) Convene the final quarterly meeting of the Ready HS Network teams to finalize their 2014/2015 action plans using the HS-Higher Alignment Initiative recommendations. University partners and SEI will be involved in this action planning step; 8) Initiate training of Tech Coordinators from each building in Schoology; 9) Review job market prospects with Chamber and City of Akron to plan the next Associate Degree program courses offered in CLCs across the next 5 years; 10) Begin data collection for KSU program evaluation. 10) Prepare and disseminate communications materials using our Communications Department to advertise the expanded dual enrollment course offerings in our high schools and the increased technology resources for students. Offer tours of Distance Learning labs. Barriers/Mitigation: Communicate effectively with teachers and union representatives to avoid any concerns about increasing university faculty-lead classes vs HS teacher lead classes. Partnering the faculty across systems will reduce the likelihood of problems.

Summative evaluation (MM/DD/YYYY): 6/1/14 - 6/30/14

* Narrative explanation

SUMMATIVE EVALUATION: 1) Collect and analyze final year-end data for KSU program evaluation; 2) Complete renovations and all technology upgrades and installation; 3) Test all data tracking systems for future data collection needs; 3) Analyze KSU results as ACT results return; 4) Communicate program successes on One+ to all students, parents, and community members; Host with all One+ partners, an official launch of North Vikings College. Barriers/Mitigation: KSU program evaluation must be clearly articulated for 5 year period with tight systems of data collection established PRCOR to the implementation.

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

The One+ goal will dramatically impact and systemically change our instructional implementations for high school students. The new processes will enable our students to become adept at using digital technology to increase their learning potential, as well as working with community leaders. Involving industry/community experts to become involved with our students to deepen their preparation for college-level work will also strengthen our relationships with these recognized leaders. High profile community leaders becoming a driving force in our students learning is an investment in our city’s economic potency. The opportunity for all APS students to earn one year of college credit while in HS will not only impact students but our school system as well.

Preparing America's students with the skills needed to get good jobs and compete globally relies increasingly on learning experiences driven by new technology. From digital textbook resources to new online platforms that adapt to levels of individual student knowledge, schools are seeing that digital learning and connectivity can profoundly improve education. In Ohio, ODE is committed to increasing student access to more challenging postsecondary (PS) curriculum and the OH Board of Regents (OBIR) is working with universities and community colleges to increase access to quality dual enrollment programs. The Innovation Alliance (IA) with APS, Lorain Community College, Stark State, and University of Akron was created to address this ODE/OBIR priority. Additionally, the participation of all APS high schools in the Ready High School Network through the P-16 council at Summit Education Initiative (SEI) complemented the work of the IA with early college access strategies implemented in every HS. The early favorable outcomes of these partnerships over a 3-year period include APS increases in (a) college enrollment rate, from 42% to 48%, and (b) the number of college credits earned while in HS, from 7,641 to 8,798. The One+ initiative also proposes to offer ZAPS ACT prep seminars to 900 targeted APS HS students. The ZAPS pilot at APS is a part of SEI’s P-16 Ready HS Network initiative to offer ZAPS in all districts across Ohio. Research indicates that students who take a ZAPS 5-hour seminar - and practice what they’ve learned - typically raise their scores on the ACT from 1 to 4 points. Expanding dual enrollment through open up new pathways for course completion is grounded in key studies on the benefits of concurrent coursework. Providing high school students with dual enrollment opportunities improves their academic and nonacademic skills, helps them understand what different levels of college work will be required of them in college and encourages their future college attendance (Karp, 2006). Multiple studies have found dual enrollment to be correlated with positive outcomes in student persistence and post-higher rates of college enrollment and degree attainment. This second finding affirms why the focus of One+ is to expand the Akron Public School district and Bio-Med Science Academy to connect with faculty on college and university campuses through distance learning and online courses, and bring university faculty into Community Learning Centers rather than expanding the APS faculty adjunct status.

21. Is this project able to be replicated in other districts in Ohio? Yes
The ONE+ partnership is replicable across Ohio and in any community in the U.S. able to assemble a mobilized, engaged, concerned and forward-thinking group of stakeholders to envision and realize a high-quality P-16 learning continuum that meets the needs of and creates opportunities for all students. The ONE+ connected learning partnership planned by Akron Public Schools and Bio-Med is itself replicable. It builds on the social and technical scale achieved in Long Beach after the development of the model of the State of Long Beach Education Excellence (SL EE) and the Innovative Alliance and all APS partnerships and collaborations discussed herein, the foundation, connections and leveraged resources are in place to fast-forward 21st Century learning objectives and expand educational opportunities for residents in the 25 & older population.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

Through ONE+ students will leave APS & Bio-Med students with experience that will better prepare them in the college and career. Short-term objectives for the One+ grant period include: 1) Dist. Learning Labs installed in every HS incl. Bio-Med by 6/30/14; b) 3 expanded Innovation Alliance meetings held by 6/30/14; c) # of assoc. degree programs offered in schools expands by 5 by 6/30/13, & to 25 by 6/30/2015; d) Facility renovations and technology upgrades at North HS completed by 6/30/14; e) Vikings College program designed and completed by 12/31/14; f) Ready4College Network teams integrate strategies into action plans by 6/1/14; g) pilot ZAPS ACT intervention program by 6/1/2014; h) teacher trainings completed by 6/30/14; i) Developmental English and math classes offered at least 1 HS by 6/30/13; j) Laptop purchases by 2/1/14, installed/distributed to schools by 6/1/14; k) access points wifi installed in HS by 6/30/14; l) % of students taking remedial coursework will decrease by 50% (50% of students). Long-term objectives will show that for APS & Bio-Med students, as for those in similar intervention programs, participation in college access/dual enrollment (DE) programs can yield impressive outcomes around enrollment, persistence and GPAs. 

By 2017, measurement of 6 benchmarks will help determine One+ success: 1) increased # of students enrolled in each dual enrollment course by 500 students per year; 2) increased college enrollment from current rate of 48% to 64%; 3) increased avg. ACT score from current 17.3 to 21; 4) reduced number of students taking remedial coursework in college, from current rate of 63% to 50%; 5) college completion rate within 6 years of enrollment, from current rate of 18% to 23%. Successful transition from its industrial-based economy to one based on innovation & emerging technologies requires Ohio to significantly improve student achievement across all population segments, by raising college readiness scores & increasing the % of OH students receiving a strong college education defined by standards of absolute achievement & growth. One+ its partnerships with Innovation Alliance, area universities & colleges & more are models for the region & State regarding the accessibility, collaboration & leveraged collective resources needed to provide academic opportunities that ensure student success in today’s dynamic regional & global career marketplace. One+ also supports the Complete College Ohio recommendation to establish stronger collaboration & tighter alignment across the P-26 education continuum &, importantly, facilitate alignment of competencies supporting new Common Core Curriculum & college readiness standards. In addition, APS students & graduates & City of Akron residents will be offered accessible, relevant college courses & programs in APS Community Learning Centers. This collaboration creates accessible educational & career path resources for residents that can lead to assoc. degree completion with a partner community college & is a baccalaureate degree with The Univ. of Akron & Kent State University, providing access to personal & professional goals. DLC partnerships also directly impact businesses & communities, helping citizens become more skilled & committed to making NE OH a better place in which to live & work. Specifically, the Innovation Alliance will work with Summit County & State workforce development organizations in targeting the 25 & older population. Lastly, there is a shared consensus among OH leaders including ODE, the SBOD, school districts & charter schools, educators, the Ohio Board of Regents (OBR), elected officials, parents & businesses that providing a college- & career-ready education to all the State’s children is a social & moral obligation that cannot be ignored. Ohio’s focus is to ensure that all students, including students with disabilities & ESL needs, transition to postsecondary education prepared to enter a 2- or 4-year college or university & have the skills necessary to succeed in a career track leading to entry into the workforce. Ohio’s goal is to utilize resources & raise awareness to lower the proficiency performance gaps between children that will aid in attaining the knowledge & skills needed to be competitive in the project & is supported by the partner initiatives outlined, represent the largest costs associated with One+. The districts have included dual enrollment costs in their general fund 5-year forecasts. Other potential resources are continually being explored to fund college access for all students, such as sale of the City’s sewer system to raise money for tuition through the University of Akron’s Innovation Generation scholarship program, & more.

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 measurable?

The Research and Evaluation Bureau at KSU will serve as the evaluator for the APS ONE+ program. We will work collaboratively with the One+ Research Advisory team made up of representatives from the partner groups involved in the initiative. For the last 5 years, the Bureau has been a vital resource for evaluation research, assessment, and analysis, providing comprehensive services to universities, state and local educational agencies and businesses. The Bureau also provides services to APS, including all of the program evaluation services for the APS Race to the Top grant. The ONE+ evaluation team will be led by Bureau directors Debbie Shama-Smith, Ph.D. and Pamela Freeman, M.A., each with more than 25 years of experience in research and evaluation. We will use the Bureau’s layered evaluation strategy (LES) to assess the ONE+ progress toward meeting its stated outcomes: 
1) increased number of students enrolled in each dual enrollment course; 2) increased college enrollment rates over 5 years; 3) increased average ACT score; 4) number of students required to take remedial coursework in college; and 5) increased college completion rate within 6 years of enrollment. LES is a program evaluation methodology that applies global research questions within three interdependent and primary program layers to address specific programmatic elements in a comprehensive yet flexible manner. The three layers are 1) participant background factors, 2) program factors, and 3) program outcomes. The analysis of the three layers both independently and in sum provides a means of comprehensively identifying and understanding formative and summative findings. Using both qualitative and quantitative data, the evaluation will inform the overarching research question, “What are the most salient factors of each program initiative contributing to the ONE+ outcomes?” The related LES layers and corresponding research questions follow: 1) Participant background factors: a) What are the background characteristics of the participants?, b) What are the academic and college/career trajectories of participants?, c) What are the changes in participant dispositions toward education and college?, d) To what extent do participants maintain and achieve benchmarks throughout the project and completion rate will be measured by districts through 2023-2024. Data sources include: District student information system, the Ohio Board of Regents, the National Student Clearinghouse (NSC), and stakeholders. Data collection strategies will include the use of document review, stakeholder surveys and focus group interviews. Annually, the districts will convene the ONE+ Research Advisory team to meet with the director, the Research and Evaluation Bureau and the Advisory team for an update of the project and to plan for the next year. The Advisory team will fast-track and begin the evaluation process by 10/25/13 with final determinations by 45 days after receiving the recommendations. The lessons learned from ONE+ will be shared formally through existing networks: 1) Bio-Med and APS are partners in the OSLN STEM Hub which sponsors regional and state-wide professional development for 21C practitioners; 2) Ohio 8 Coalition; 3) University conferences (e.g., Black Male Summit at UA); SEI-sponsored P-16 symposiums.

By virtue of applying for the Straight A Fund, all applicants agree to participate in and/or all the participants agree to participate in all 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 review the plans of the partner 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 participate in all the overall evaluation of the partners to abide by all assurances outlined in the Assurance section of the CCP. In the box below, enter “I Accept” and indicate your name, title, agency/oragnization and today’s date.

Accept/David James Superintendent Akron Public Schools 10/25/13