

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

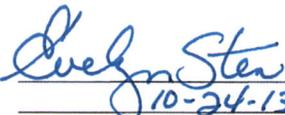
Applicant

Name: Mary Ronan
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Sign: 
 Date: 10/24/13

Primary Partner

Name: Evelyn Sten
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 State: OH
 Zip: 45221-0002

Sign: 
 Date: 10-24-13



“Learning with Community Resources” Description of Roles and Responsibilities

Cincinnati Public Schools, Primary Applicant

Cincinnati Public Schools (CPS) is the third largest school district in Ohio, serving nearly 30,000 students. The district oversees 55 schools across 91 square miles, encompassing all of the City of Cincinnati and multiple surrounding townships. CPS represents a diverse variety of educational programs and initiatives, including Community Learning Centers, Magnet, Montessori and Paideia programs, gifted programs, pre-professional arts training, foreign language, career technical education, and virtual learning.

CPS is no stranger to successfully managing grant awards and programs of this proposed size, demonstrating a high level of transparency and due diligence in all of its processes, practices and investments. The district employs a nine person Grants Administration team to provide detailed oversight of all financial requirements and expenditures associated with a wide variety of grant awards, including large-scale federal and state grants, national and local private foundations and corporate grants. For example, the Grants Administration Office oversees the financial administration of multiple federal grant programs including Title I- Part A, Title II- Part A, Title II-Part D, Title III, Title IV and Title X-Part C initiatives, as well as a multi-million, multi-year grant award through the GE Foundation. The team also provides oversight with required quarterly and final evaluative and financial reporting throughout each grant award.

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 the district and UC. CLC Resource Coordinator will work closely with the Grants Administration Director Rebecca Ruckel to ensure strict compliance as it pertains to grant guidelines. Ms. Doppler will communicate regularly with district leadership and RCs to ensure project operations are in alignment with the grant requirements, as well as collaborate with UC to communicate and facilitate RC participation in the certificate program.

Personnel-

Julie Doppler oversees over 36 schools in the district operating as Community Learning Centers. As the CLC Coordinator, she works routinely with each school's leadership team to make sure targeted students are being served and academic progress is being made through interventions from support services. Julie has served in this role for over three years and brings with her years of experience serving the Greater Cincinnati educational community. Prior to CPS, Julie worked as the Director for CincyAfterSchool with the YMCA of Greater Cincinnati and was the Associate Executive Director for Children's Protective Services/Families FORWARD for over 20 years. During her time with Families FORWARD, she created the first school-based family resource center in Greater Cincinnati.

University of Cincinnati, Primary Partner

The University of Cincinnati's School of Education is home to teacher licensure and graduate programs in the College of Education, Criminal Justice, and Human Services. With more than 50 full-time faculty members, it is the largest of the three schools in the college. The School of Education features small classes taught by talented, experienced and involved faculty at both the graduate and undergraduate levels. Teacher licensure programs provide extensive field-clinical experiences with experienced teacher mentors in area suburban and urban schools. The Learning with Community Resources certificate was developed in partnership with the CPS to create materials and coursework relevant to the work happening throughout the district. The certificate program is the first of its kind in the country.

Personnel-

Emilie Camp, Field Service Assistant Professor, will manage the coordination of the Learning with Community Resources certificate. Camp holds a Ph.D. in Curriculum and Instruction from New Mexico State University, a M.Ed. Instructional Specialist from University of Texas at El Paso and a B.A. in Elementary Education from Thomas More College. Her work has been published in two peer-reviewed publications including: *Uncommon teaching in commonsense times: A case study of a critical multicultural educator* (Camp and Oesterreich, 2010) appearing Multicultural Education and *Re-centering curriculum in the urban community: The need for participatory democracy and community-based curriculum* (Baptiste and Camp, 2008) in The National Journal of Urban Education and Practice. Emilie has been instrumental in working with CPS to create the certificate program, integrating the use of community resources and academic pedagogy into each course. She will work closely with CLC Coordinator to schedule and facilitate training for the RCs enrolled in the Learning with Community Resources certificate program.