

Budget

Alliance City (043497) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (302)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	40,500.00	39,500.00	1,912,598.99	0.00	1,992,598.99
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	50,000.00	0.00	0.00	0.00	50,000.00
Prof Development		71,740.00	11,467.40	1,137,797.62	0.00	0.00	0.00	1,221,005.02
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	5,806,156.89	0.00	5,806,156.89
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		71,740.00	11,467.40	1,228,297.62	39,500.00	7,718,755.88	0.00	9,069,760.90
Adjusted Allocation								0.00
Remaining								-9,069,760.90

Application

Alliance City (043497) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (302)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
STEAMM Team for Student Empowerment

2. Executive summary: Please limit your responses to no more than three sentences.

WHY: In this unlikely collaboration between a rural and an urban district, we discovered our students are more alike than different; and in fact, they share many of same academic and societal barriers that deserve attention and a restructuring of resources and inquiry based learning opportunities for student empowerment. HOW: By immersing students in authentic, real-world content concentrated in STEAMM fields (Science, Technology, Engineering, Arts, Math and Medical), they will develop an individual plan with a laser focus on college AND career pathways as well as a higher set of self-expectations. WHAT: "STEAMM Team for Student Empowerment" builds the capacity for a metamorphosis in both long-standing community beliefs and in educational opportunities, utilizing shared services for a common goal that all students graduate from high school with college credit.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

4931 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Jeffery Talbert

Organizational name of lead applicant
Alliance City Schools

Address of lead applicant
200 Glamorgan Street Alliance, OH 44601

Phone Number of lead applicant
330-821-2100

Email Address of lead applicant
talbertje@alliancecityschools.org

6. Are you submitting your application as a consortium? - Select one checkbox below

Yes

No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

PROBLEM : As we look at our Alliance and Marlinton districts, we see a shared three-prong problem. (1) A significant number of our students have yet to see a world beyond their communities. Our urban and rural communities have limited opportunities for employment resulting in minimum wage and entry level positions with little advancement, making it difficult for many to support a family. (2) Students do not have a solid understanding of careers in general, let alone employment projections that can provide a better chance at future job security. (3) Even with this awareness, our students are not armed with the skills, persistence and self-confidence to be competitive in ever evolving, global, career fields. National Student Clearinghouse data reports Alliance's college attendance rate after high school as 40% and Marlinton's at 59% with a persistence rate from the first to the second year of college as 70% of students for Alliance and Marlinton's rate as 85%. This equates to only 28 out of 100 students from Alliance and only 50 out of 100 students from Marlinton attend a second year of college. Our Clearinghouse data does not yet provide us with the longitudinal data pertaining to the actual percentage of student graduations, but from our trends, we can gather that the number is lower than the number of students who returned for a second year of college. The question becomes if over 50% of our students are not prepared to persevere at college then what have we prepared them for?

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

SOLUTION: Problems so serious in nature require solutions that focus on changing the why, the how, and the what of the core business of our schools. By capitalizing on the shared services resulting from an enhanced collaboration between our districts, the development of College and Career Ready pathways in STEAM curriculum will be created. Utilizing a multi-facet approach, our districts will: (1) Create a Career Tech Collaboration Team (CTCT) between the two districts composed of the present Career Tech coordinators as well as representative teachers. This CTCT will direct the programs in BOTH districts (shared services) and will address the disconnect that presently exists. The CTCT will be responsible for marketing, design and implementation of a vibrant program development in STEAM career pathways. (2) Implement an innovative dual-program concept: Alliance will renovate their high school to provide the programming space necessary to create a BioMedical program. Marlinton will build a new STEAM wing (with the following labs- Engineering, Gas and Oil, Business Center for Innovation and Entrepreneurship, science, art) focusing on engineering, fabrication and the arts. By providing middle and early high school STEAM foundation courses that feed into each district's new career pathway, students will begin to shift their thinking and see new possibilities for their future. (3) Capitalize on distance learning labs to be built in each district which will expand the capacity and support ongoing professional development for the districts and also serve as a hub for distance-learning opportunities for dual-credit students. Professional development will be provided that targets middle school teachers in the problem-based learning models of STEM and IB to transform the way in which our teachers teach and our students learn. A cadre of University of Mount Union professors will be trained, as well, in the problem-based learning models of STEM and IB to further support and open up collaboration opportunities with our area teachers. To further build capacity, the work of these professors and area teachers will be recorded and documented to share with other teachers and the wider community. By investing in our teachers, it is an investment in our students. (4) Implement Gateway to Technology curriculum in each middle school to lay the foundation for a successful transition to the College and Career Readiness STEAM pathways. To support this curriculum, as well as the philosophy of STEM and IB instructional practices, a 1-to-1 middle school initiative will be implemented. (5a) Expand collaborations with our local universities. Through these partnerships, high school students will be provided ample opportunities to earn college credit by sharing dual credit and AP opportunities between our schools. (5b) Invest in tuition funds for teachers to earn adjunct credentials necessary to teach dual credit courses, requiring teachers to reimburse the district if the teacher leaves the district within a five year period after training. (5c) Utilize shared services of these credentialed teachers between districts, through face-to-face classes and the use of sophisticated distance-learning technology. The goal is for all students to have the opportunity to earn 15 college credits or more towards stackable certificates, an associate degree, or a bachelor degree. This, in turn, would meet Chancellor Carey's recommendations for the College Credit Plus program. By building these experiences, our students will leave behind the societal and academic barriers they face today. Our students deserve world class schools and by providing them with access to innovative educational opportunities, they will in fact have the capacity to change the world.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

Walking through our Science classes today, an observer would see students working collaboratively but with limited and outdated resources in "traditional" teacher-directed environments due to the time constraints of current schedules. Not surprisingly, many of our students earn

average to far below average scores on standardized science tests which in most cases eliminates science fields as a career choice for these students. Our proposal will provide our teachers with the resources they need and deserve to prepare students to compete in a global economy. Research shows that, as a country, the United States MUST increase its capacity to provide workers with the skills to fill future STEAMM positions. According to the Department of Commerce, the United States will have more than 1.2 million vacant STEM jobs by 2018. This proposal would significantly increase the rigor and expectations of our middle school students by the introduction of STEM and/or the International Baccalaureate (IB) curriculum. According to Project Lead the Way, "This problem-based, activity-based, and project-based curriculum challenges and inspires students to think differently than the typical classroom and gives them relevant, real-world experiences." Furthermore, IB provides a framework of learning that encourages students to become creative, critical and reflective thinkers that are connected to the world. By investing in teacher training and needed equipment for these new strong middle school foundational programs, we build the capacity for more students to elect our proposed high school engineering and biomedical classes. With the addition of high-quality science labs, students will have the opportunity to explore in depth, engineering design and/or biomedical fields. These experiences have not been possible at either Alliance or Marlinton's present facilities. Through the new programming that this proposal offers, as well as investing in the credentialing of teachers who will then be able to offer new dual credit courses, students will have the opportunity to earn college credits that meet the recommendations of College Credit Plus.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Our students need access to improved and strategic resources to equip them for success in our global world. Traditionally, college coursework at the high school level has been reserved for a small percentage of high achieving students who can succeed at Advanced Placement courses and can manage the additional challenges of commuting to a college campus. Our Alliance-Marlington team is pleased to be expanding the variety of college credit courses, including more foundational courses such as history and communications, that can be offered to all students, thus empowering more students with college readiness. Our Alliance-Marlington team is making a concerted effort to do business differently; all of our efforts are aligned to supporting the instructional core, which includes the maximization of college credit opportunities for all of our students. Our leadership team will analyze every course, service, practice, and tradition to reallocate personnel and develop systems, structures and schedules that supports STEAMM Team for Student Empowerment. Without adding staff, this proposal will capitalize on shared services and implement research-based STEAMM curriculum and instructional strategies from middle school through high school. Upon collaboration with higher educational institutions and through the use of proposal funds, identified staff will gain adjunct status to teach new dual credit courses. This will allow for easier student access to dual credit and post-secondary educational opportunities that will take place directly on our high school campuses as well as on the sites of our local universities. Additionally, by implementing mobile and permanent distance learning labs, students can benefit from programming offered on either campus without leaving their "home" school. Finally, the distance learning labs offer the flexibility to have college professors remotely teach courses for which we do not have adjunct professors in-house. Collectively, our examination and reorganization will be opening the doors to endless possibilities for our students.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

Alliance-Marlington will (1) share services of credentialed dual credit teachers, (2) share dual credit courses established with local universities, (3) establish a collaborative career tech model and (4) grow a host of new dual credit opportunities with (5) the involvement and empowerment of student ambassadors as leaders in our charge. Alliance-Marlington will (6) share the catered services of Battelle for middle school teachers & (7) share in teacher collaboration of very specialized teacher based teams. Our districts, so preoccupied in a sports rivalry, have never considered an alliance of shared services, until now. Reflective questions are flowing: Why we have served students the way we have in the past? This rejuvenated plan for innovative alternatives allows two districts of students to better benefit from services. (1) A key component of the shared services model is sharing dual credit credentialed teachers. Sharing the services of these teachers will allow students to access dual credits courses in their "home" school and "sister" school. (2) Plus, online courses established between one district and university can be accessed by the students in the sister district with the use of new distance learning labs. (3) A second key piece to our shared service model is the development of our new Career Tech Collaboration Team (CTCT) to serve both districts. Our CTCT will be charged with the marketing, strategic development and growth of STEAMM programming. Our CTCT will act as a liaison with Alliance-Marlington educators and students, community agencies, businesses and local universities/colleges. Developing this vital team will bring greater efficiency, effectiveness, and long-term sustainability to the success of new STEAMM programming in both districts. (4) Under the guidance of our CTCT, multitudinous STEAMM programs will be offered to empower ALL Alliance-Marlington students. (5) One of the most exciting parts of our plan is the inclusion of student ambassadors to serve as integral members on our CTCT. Engaging our students on this team to be a part of real-world marketing with the goal to grow our programs for the benefit of future Alliance-Marlington students allows us to share the services of our students as they engage in authentic learning opportunities. By sharing the services of our students on our CTCT, we make a statement that we are invested in keeping the needs of Alliance-Marlington students at the forefront of our collaborations! (6) Both Middle Schools will share in STEM professional development that is being planned by Battelle with the needs of our districts in mind. We formed a design team made up of Alliance and Marlinton administration/curriculum leaders, middle school teachers, and our University of Mount Union partner and have begun our scheduled visits to school districts across the state. By visiting districts known for strong STEM and IB programs, our stakeholders can observe and reflect upon cutting edge inquiry based models that will empower our teachers to empower their students in our classroom. The insights the instructional design team gains will drive future visitations as well as the professional development to be provided by our Battelle partner. (7) Both Middle & High Schools will train teachers in PLTW & GTT. Having a partner school will allow the GTT middle school teacher in each building to collaborate on the implementation and have a built-in teacher network resource. The same is true during year two when PLTW is implemented at each high school and as additional courses are added. The teachers with specialized training will use Google docs, spreadsheets and slideshows as an avenue to share lesson plans, analyze student achievement data and plan with student achievement results in mind. These specialized teachers will meet quarterly for a more formal teacher-based team (TBT) to identify common assessments and work through the 5-step process of the Ohio Improvement Process.

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

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

9,069,760.90 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total cost of the STEAMM Team for Student Empowerment Project is \$9,069,760.90. The costs are made up of renovations to structures at Marlinton and Alliance, building a new structure at Marlinton, equipping structures, training staff, and equipping students and staff. The costs for the renovations at Marlinton Middle School, \$460,800, and Alliance High School, \$183,600, are from well known and established contractors. The quote of the new STEAMM wing at Marlinton High School, \$5,161,756.89, is provided by TDA Architecture. Distance learning lab amounts for Alliance Middle School and Alliance High School were established by a quote from MCPC totaling \$643,382.34. Amounts for tables and chairs for Alliance Middle School totaling \$389,466 were from Ohio Desk's quote. Quotes received from Apple for the One-to-One costs at Alliance Middle School total \$414,958.80, and include Ipad minis, carts and applications. Apple also provided the quote in the amount of \$81,485 for iPad's for one-to-one instruction for the entire 7th grade at Marlinton Middle School. A separate vendor quote in the amount of \$2,795 was received for iPad cases. The cost for Project Lead The Way (PLTW) at Marlinton and Alliance totaling \$494,914.65 was determined by PLTW pricing and the costs for teachers' time, travel, lodging and meals are established from negotiated agreements and administrative guidelines for each district. International Baccalaureate (IB) costs for Alliance Middle School and Northside Intermediate School were determined by using the IB website (www.ibo.org) pricing which totaled \$260,624.40 along with teacher time per the negotiated agreement. Battelle quoted STEM training for train the trainer costs at \$54,000 for both Alliance and Marlinton. Pricing for Stark State Dual Credit for six years is \$834,793.82. The dual credit costs were established with Stark State setting the costs per credit hour and the team determining how many students would attend. A quote was received from Stark Educational Partnership for an external evaluator paid up front for the life of the grant totaling \$50,000. Credentialing Costs were determined for four teachers totaling \$32,184, this price was taken from the college website on price per credit hour. ArtsinStark quote of \$5,000.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

Due to the addition STEAMM wing at Marlinton High School, an additional night sweeper will be needed. Based on the current salary schedules, the total salary and benefits will total \$145,041 over the 5 year period beginning in FY16. Also, due to increased square footage, utility costs will increase as well. The estimate for this cost is an aggregate of \$99,935 over the 5 year period. Professional development costs have been anticipated for providing the programs established with this initiative. The credentialing and on-going training have been included in the grant award request. District staff members will be trained to train others between the two districts. Both Alliance and Marlinton are asking for six years worth of license fees, annual fees and consumables to be paid up front for PLTW and IB. With the addition of various pieces of technology, equipment maintenance and/or replacement is inevitable during the sustainability period. Both Alliance and Marlinton have permanent improvement levies which can offset these costs in instances where manufacturer warranties do not cover.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

36,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

Yes, savings related directly as a result of implementing the project would include utilities. The renovation slated for Marlinton Middle School includes energy saving updates (including lighting upgrades) which have been certified by Gardiner to save the District \$36,000 annually, or \$180,000 over the 5 year sustainability period.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The STEAMM Team for Student Empowerment Project is truly a collaborative effort by Alliance and Marlinton to provide the students with educational programming and opportunities that will ensure their success. This grant is of utmost importance in reaching that goal. As such, all related on-going costs and all foreseeable cost-savings have been analyzed to make sure that this initiative can last and be successful for years to come. In an effort to reduce the amount of on-going costs moving forward, recurring professional development and annual fees/materials have been built into the grant request. All other ongoing costs have been included and detailed in the Financial Impact Tables. Conversely, cost savings have been identified to more than offset the project costs which gives us confidence that the project can and will be maintained for many years past the sustainability period. A recap of the cost-savings is included here. In the FY14 forecast amounts, Marlinton built in cost savings in salary/benefits for only 2 teacher retirements (replacing them with entry year level teachers). To date, 4 teachers have notified the Board to retire. One of the additional retirees will be replaced and one position will be reduced through attrition. The additional savings will equal \$530,285 (salary/benefits) over the 5 year period are earmarked to sustain/offset the ongoing costs related to this grant. Starting in FY15 Alliance City Schools will not be replacing 5 retiring teachers by reducing staff at the high school. This totals \$2,199,045 for five years, allowing a portion of the savings to be used for continuing the STEAMM Team. As evidenced in the Financial Impact Tables, both Districts are showing net reductions in total general fund expenditures. Although not directly related to this grant, both District's have the availability of permanent improvement funds which can be used in the future to secure technology upgrades. All of these factors further strengthen the projects overall sustainability which ultimately has a positive impact on the current and future students of Alliance City

and Marlinton Local school districts.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range February 2014 - July 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

February 2014 1. Discussion with Leigh Ann McCray of Project Lead the Way about implementing Gateway to Technology at middle schools and the resulting funding & completion program requirements 2. Discussions with Stark State personnel on dual credit programming and STEAM pathways 3. Participated in ODE Straight A grant webinars 4. Ongoing discussions with Battelle partner 5. Planning meetings with middle and high school staff to brainstorm design plans for new labs, STEAM wing, and to create a design team to learn about inquiry based learning 6. UMU strategic collaborative discussions began March 2014 1. Districts began to forge a partnership with a shared vision, meeting several times throughout the month 2. Discussion with Stark Educational Partnership on the evaluation piece of the grant 3. Discussion with Arts in STARK and its partnership role in the grant 4. Continued to participate in ODE Straight A grant webinars and attended the regional workshop 5. The Instructional Design Team (IDT) visited areas schools who have implemented 1-to-1 and Project Lead the Way programming 6. Attended regional STEM meetings 7. Met with Stark State College Assistant Director of Strategic Grants & Director of Academic Outreach to discuss the partnership and implementation of the College and Career Readiness Pathways 8. Toured Stark State College Entrepreneurship Center to advise our districts on distance learning and programming options April-July 2014 1. Collected necessary data and quotes for the grant completion 2. The Instructional Design Team (IDT) visits districts with Battelle & UMU partners to view innovative, STEM/IB & 1-to-1 initiatives in successful implementation phases to learn valuable implementation strategies 3. Continued planning meetings between district leadership teams 4. Completion of grant 5. Teachers receive Gateway To Technology training to provide new STEM courses for all middle schoolers.

* Anticipated barriers to successful completion of the planning phase

Anticipated barriers to the completion of the planning process involve the reliance of various outside professionals and agencies and their completion of critical components to the grant proposal. Additionally, in the short timeframe given, it was necessary to do an aggressive follow-up to get commitments from key personnel. In hopes that we will receive the Straight A Grant funds for which we are applying, our thorough planning will continue after the submission of our grant application.

18. Implementation - Process to achieve project goals

* Date Range August 2014 - June 2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

Aug. 2014 1. Led by Public Relations firm, Impact Group, districts will develop communication plan to inform stakeholders of the awarding grant, outline grant requirements & responsibilities, project benchmarks & timelines. Establish membership of the PAC & hold first meeting. 2. Go to bid for renovations & building projects. Notify firm(s) awarded for timelines & benchmark dates to complete project. 3. Identify teachers for credentialing, register for classes & develop timeline. 4. Development of the Career Tech Collaboration Team (CTCT) For the Alliance-Marlington consortium. 5. Meet with Stark Educational Partnership for required baseline data & benchmarks. Sept. 2014 1. Implement the Gateway to Technology in districts. 2. Implement 1 to 1 initiative at middle schools. 3. Administer pre assessment surveys. Establish & gather benchmark data. Oct. 2014-June 2015 1. Design team must finalize building & renovation plans. 2. Define professional development & implementation plan. 3. Implement partnership with Arts in STARK. 4. Purchase necessary tech, furniture, equipment & resources. 5. Develop & market our first annual College & Career Fair to be held at local university spring of 2015. 6. Break ground on building & renovation projects & monitor progress. 7. Modify districts' Course of Study to reflect new engineering, biomedical, & dual enrollment courses. 8. Work on logistics to utilize capabilities of new distant learning labs (a) Courses offered within our two districts so students will not need to leave "home" districts. (b) Courses offered between districts & Stark State College for dual enrollment (c) PD for teachers receiving IB & Ohio STEM Learning Network 9. Additional current staff will receive training in PLTW modules. 10. Administer post assessments of middle school staff, students & parents. 11. Prepare & communicate to staff, student & community members new programming.

* Anticipated barriers to successful completion of the implementation phase.

Anticipated barriers to successful completion of the implementation phase are as follows: development of a common school calendar, timely

completion of the building and renovation projects, continued cooperation between both district personnel and reduction of the historical rivalry between the two districts. Our 2014-2015 school calendars have already been board approved and though they are similar, they are not identical. Our districts need to address the school calendar as a barrier to shared services for the 2015-2016 school calendar as well as future years. Outcomes to anticipated barriers will be handled with flexibility and our Project Advisory Council will adapt to the barriers and develop viable solutions by continued communication and collaborative efforts by following the Ohio Improvement Process: Assess, Analyze, Plan, Implement, Re-assess. For example, if our school calendars continue to conflict, students could utilize a blended learning platform to capitalize on the opportunities in both their home school and "sister" school.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range August 2015 - June 2020

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

Scope of Work: The project summative evaluation will be conducted in two phases covering the FY 15 grant year (phase 1) and FY 16-20 sustainability period (phase 2). Phase 1 scope of work will center on grant implementation. Activities include establishing quantitative baselines and benchmarks to measure growth, student participation and success in dual credit courses, college entrance figures, majors of choice and college persistence for the Alliance-Marlington Districts. These are essential for summative evaluation. Phase 2 scope of work will center on monitoring project outcomes and conducting a summative evaluation of results over the subsequent five year period. Activities include monitoring growth in shared services (quantitative) against agreements, student and family attitudinal changes (qualitative), growth in dual credit enrollment, participation and grades (quantitative) and student entrance into college, majors of choice, and college persistence (quantitative).

* Anticipated barriers to successful completion of the summative evaluation phase.

Barriers Phase I: No barriers are anticipated for establishing baselines as both districts have subscribed to National Student Clearinghouse since 2009 & comprehensive database on dual credit courses has been maintained by Stark Education Partnership since 2009. Growth benchmarks will be researched & structured for dual credit enrollment & college participation commensurate with project goals. Barriers will be encountered in obtaining accurate comparative state & national data. The (qualitative) attitude survey of incoming 6th grade cohorts & parents will be commenced. Summative evaluation of implementation components such as program development, establishing shared service protocols, construction & staff training will be measured and benchmarked against grant management plan, published timetables & inter-district (consortia) agreements (quantitative & qualitative). No barriers are anticipated in obtaining information. Phase 2: While overall implementation growth will be measured, the full impact requires time beyond the life of the grant. The first full cohort to fully benefit from the project (current 5th grade), will graduate in 2021, one year after grant fulfillment. It won't be until 2022 that we will receive Clearinghouse data for year one of college, 2023 for year two of college data, 2025 to see the full impact on college graduation growth in a 4 year period, & 2027 for the full impact of this cohort's college graduations within a 6 year period. This makes the full individual student impact problematic within the life of the grant; yet, other measures will benchmark progress over time & conclusions drawn from trend data. Transiency rates of students will reduce the effect size of intact cohorts. Similarly, surveys related to staff collaboration, instructional impact & student engagement (quantitative) will be subject to the same limitations. Classroom observations (qualitative) will support survey data; however, survey participation remains voluntary.

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

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

Please enter your response below:

This proposal shifts current teaching practices from a teacher as the center focus of instruction to a student-centered, highly-engaged classroom. As educators we can no longer allow our students to "sit and get" if they are to develop the learning and innovation skills necessary to compete in a global society. The implementation of 1 to 1 technology into the middle school classrooms, and subsequent teacher training, will dramatically change instruction. Teachers will develop a blended learning environment where students will take ownership in their learning. The instructional practice capitalizes on the ability to meet individual student needs. The teacher becomes the facilitator of learning rather than the manager and students become an active participant in learning rather than the passive observer. With the blended learning model, students will seek to collaborate with peers and be able to do so more easily. As stated by the Partnership for 21st Century Skills, "A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future". Our new STEAMM and IB programming specifically addresses these challenges and, as stated earlier in the proposal, our districts believe investing in professional development of our teachers in problem-based learning models, such as STEM and IB, will transform the way in which our teachers teach and our students learn. Investing in our teachers is an investment in our students. This continues at the high school level as students from both districts will be receiving instruction from teachers in the other district or professors at our local colleges. By introducing various delivery methods such as distance and online learning, students will now have many options as to the way they receive instruction and will be enabled to navigate their own learning. Staff will now be facilitating instruction beyond their classroom walls. To achieve this shift in our instructional AND organizational practices, administration and teachers will collaboratively redesign building schedules, academic expectations, and physical environments. As a result of this work, we anticipate a remarkable change in staff and students' attitudes and beliefs with respect to what students can achieve.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem (s) have been solved.

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

"According to the US Department of Education, STEM related jobs are expected to grow 16% for mathematics-based careers and up to 62% for biomedical engineering careers during the next seven years. Additionally, a study from Georgetown University's Center on Education and Workforce projects America will create 779,000 jobs before 2018 that require a STEM graduate degree. Unfortunately, only 550,000 Americans will earn that degree." Districts need to address the evolving career changes by being willing to change the status quo in current programming. Our STEAMM Team for Student Empowerment proposal is committed to challenging our middle and high school students with Project Lead the Way (PLTW) Engineering and Biomedical courses which will lay the foundation and support the College and Career Pathways necessary for success in STEM related college courses. A researcher from the University of Virginia, Dr. Robert Tai, and his team collected and analyzed over 30 research studies and reports on PLTW. Key insights include: PLTW has a positive influence on students' career interest and likelihood to continue their education, PLTW offers a pathway to prepare and motivate students to enter careers in science and engineering, and a clear strength of the PLTW program is the intensive teacher professional development program. Furthermore, Business Week states, "The game is changing. It isn't just about math and science anymore. It's about creativity, imagination, and above all, innovation." The implementation of International Baccalaureate (IB) programming and expanding our art offerings enhanced by the partnership with ArtsinSTARK, will address this critical need for creative problem-solving, global awareness and innovative thinking. Additionally at the high school level, more students gaining college credits towards stackable certificates and degrees is the driving force of this proposal. Because of the rich history of success with the Dual Credit initiative in Stark County, we are confident that this component of our proposal will be very beneficial for our students. In 2006, a pilot program for Dual Credit was launched through a partnership with the Stark County Educational Service Center, Stark Educational Partnership and Stark State college. Sixty-five students with two teachers and two courses were enrolled in a summer dual credit program. That was the beginning! Seven years later, dual credit enrollments in Stark County high schools have reached 3,335 for an estimated 1500 students. However, Marlinton and Alliance have lacked dual credit courses that prepare students for rigorous STEAMM careers because our facilities lack the STEAMM labs necessary to meet the mandates of the coursework. With this grant our districts will be enabled to build quality facilities that will allow us to expand our dual credit options. With expanded facilities, credentialed teachers, rigorous programming, quality professional development, newly developed Career Tech Collaboration Team and upgraded technology, the STEAMM Team for Student Empowerment proposal will tackle the academic and societal barriers our students face as outlined in our current problem to be solved.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Stark Educational Partnership, Inc. Dr. Joseph A. Rochford, Vice-President 400 Market Avenue North, Suite B Canton, OH 44702-1551 330-452-0829 rochford@edpartner.org An external evaluation will be conducted by the Stark Education Partnership (SEP), an independent 501(c) 3 education reform support organization, of 400 Market Avenue, North in Canton, Ohio under the charge of its vice-president, Dr. Joseph A. Rochford.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the project's progress).

The partnership will continue to monitor objectives for the five year period beyond grant funding at no additional cost. SEP will utilize quantitative measures for the following short and long-term objectives. (1a) Short term objectives: Grant implementation including construction, staff training, and finances. Monitor adherence to timelines, documents, meeting minutes (formative objective). (1b) Short and long-term objectives: establish baseline on number of dual credit courses, subjects offered and student participation, grades awarded, growth over and cost reductions of dual enrollment as compared to PSEO by monitoring progress (formative and summative indicators). (1c) Short and long term objective: growth of shared services, between districts as well as districts with Stark State College by examining archival and other records (formative and summative). (1d) The long-term objectives of college entrance levels (college ready vs. remediation needed), field of studies selected by students connected to STEAMM programming, and persistence rates over time measured by establishing baseline data through National Student Clearinghouse Student Tracker and monitoring change through the five year period after the grant implementation (summative indicator). SEP will utilize qualitative measures for the following objectives. (2) Short and long term objective: student and staff attitudinal change on college-going by administering pre and annual post surveys with faculty and staff, annual survey of 6th grade cohorts and families through five year period. Student and staff surveys will be based on Schlechty's levels of student engagement and knowledge creation protocols. (formative and summative).

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

If measured progress is insufficient to meet project objectives, the procedure that will be used to modify or change project plan will be as follows: the external evaluator will be a de facto member of the Project Advisory Council comprised of both superintendents, treasurers, lead district administrators, a Stark State College representative, a representative of the design team and fellow partners of the grant. SEP will be required to submit quarterly progress reports and recommendations to the Project Advisory Council. The PAC will follow the Ohio Improvement Process: Assess, Analyze, Plan, Implement, Re-assess. Reports by the Stark Education Partnership are published for public consumption at www.edpartner.org and are reviewed for publication under arrangement with the U.S. Department of Education's Educational

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

This proposal will create new facilities, rigorous instructional framework, and an on-going collaborative environment to support our goals of student achievement, greater resources within the classroom and the development of a shared service model. The substantial value and lasting impact of this proposal is four-fold and centers completely on students as our priority: (1) Students will have access to new and renovated middle and high school facilities which will include several new STEAMM labs- Oil and Gas, Engineering, Fabrication, Multi-Media Art lab for Creative Design, Science, Business and Innovation, Biomedical, and Digital Learning labs. The development of these new and renovated facilities will impact not only the students currently in the middle and high schools, but generations to come. As outlined in the research supporting STEAMM programming, there is a direct correlation to the implementation of STEM curriculum to students' career interest and likelihood to continue their education (persistence) and motivation to enter careers in science and engineering 2) STEM programming at the middle and high school will greatly enhance the rigor of our academic expectations and will provide the 21st Century skills of problem-solving, collaboration and critical thinking. These skills will serve ALL our students well as they move forward to college, two-year technical schools or directly to a career choice. The timely implementation of some of the Next Generation Assessments next year will allow us to gather baseline data and then measure the anticipated growth as students engage in inquiry based learning over time. 3.) With a greater number of dual enrollment classes being offered, more students will graduate having more transcribed college credits which will in turn motivate students to not only attend college but persevere to its completion 4) A profound lasting impact of this grant is the professional development that will be provided to teachers which will dramatically change the instructional strategies by which they teach. By adopting more aggressive, rigorous STEM programming and embedding it within the systemic professional development provided, teachers will be empowered in an enriched atmosphere of instruction that will impact their teaching and more importantly their students' learning. By investing in our teachers we are investing in our students!

24. Describe the specific benchmarks, by goal as answered in question 9, which 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.

The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

1a. High School: Collect baseline data in a spreadsheet format relating to the number of dual credit courses, subjects offered, student participation, GPAs, standardized assessment data, cost reductions of PSEO due to dual enrollment expansion. 1b. Middle School Level: Collect baseline data in a spreadsheet on standardized assessments & SLO achievement data. Gather qualitative baseline data of student perceptions of college readiness through survey results. Continue yearly to measure additional change of 6th grade cohorts and parents. Ongoing data will be collected anonymously from students utilizing Schlechty's work on measuring student engagement. Benchmark and monitoring with Stark Educational Partnership (external evaluator) will continue for a six year period of time to ensure fidelity to the grant and its goals. Benchmarking will be set using SMART goals after the analysis of baseline data. Charting, analyzing, and monitoring of the same data yearly for the life of grant will measure our growth. In summary, we will be following the OIP process: Assess, Analyze, Plan, Implement, Re-assess!

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

Collect baseline data in a spreadsheet format relating to college entrance levels (college ready vs. remediation needs), field of studies selected by students connected to STEAMM programming and persistence rates over time. Since 2006, both districts have participated in the collection of National Student Clearinghouse Student Tracker data. Benchmarking will be set using SMART goals after the analysis of baseline data. Charting, analyzing, and monitoring of the same data yearly for the life of grant will measure our growth. In summary, we will be following the OIP process: Assess, Analyze, Plan, Implement, Re-assess!

* Implementation of a shared services delivery model

3a. Collect baseline data in spreadsheet format relating to the timeline and completion of the grant implementation requirements including construction, staff training, and finances. Analyze the completion timeline quarterly at the Project Advisory Council meetings to ensure that grant goals are met prior to the conclusion of the first year. 3b. Document all meetings between stakeholders (district to district with the Career Tech Collaboration Committee, district with Battelle, University of Mount Union, Stark State College, ArtsinSTARK) including meeting agenda, minutes, attendance, time & place. 3c. Short and long term objective: growth of shared services, between districts as well as districts with Stark State College by examining archival and other records (formative and summative). Benchmarking will be set using SMART goals after the analysis of baseline data. Charting, analyzing, and monitoring of the same data yearly for the life of grant will measure our growth. In summary, we will be following the OIP process: Assess, Analyze, Plan, Implement, Re-assess!

* Other Anticipated Outcomes

Another anticipated outcome that will be difficult to measure involves having a stronger sense of community, for all stakeholders, where we are keeping each others best interest in mind, not just our own. One is not able to anticipate what future partnerships that may evolve even after this project concludes. The collaboration between high schools, higher institutions of education and business provide a proven platform for future success in shared services. SEP will utilize qualitative measures for the following objectives. Short and long term objective: student and staff attitudinal change on college-going by administering pre and annual post surveys with faculty and staff, annual survey of 6th grade cohorts and families through five year period. Student and staff surveys will be based on Schlechty's levels of student engagement and

knowledge creation protocols (formative and summative). These measures can be added to measure the change over time for additional stakeholders if community partnerships grow and soar beyond our expectations. The development of our initiative includes built-in reflective elements to keep the project on track and responsive to the needs of our students, including SEP as an external evaluator, the project advisory council and CTCT (both with student representation), and a reflective component utilizing the elements of the Ohio Improvement Process. These built in elements will keep our program growing and changing to meet student needs that we may not have yet imagined.

25. Is this project able to be replicated in other districts in Ohio?

Yes

No

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

* Explain your response

This project can be replicated in other districts in Ohio with effort, collaboration and a willingness to challenge the status quo. As a culminating project, a comprehensive replication guide will be developed to share lessons learned with our colleagues across the state outlining the following implementation model: (1) To align the communication process between neighboring districts to develop a shared service vision, the Superintendents from each district will need to discuss the current agreement for their Career Tech Planning District (CTPD) with a willingness to alter, if necessary, agreements that hinder the growth of new programming. Both districts must encourage students to participate in the other district's new programs eliminating the sense of competition that currently occurs. (2) A Career Tech Collaboration Team must be developed with key representatives from both school districts. This team is charged with the marketing, organization, and development of programs in both schools so that there is an equal promotion of programs that aggressively encourage students to enroll. This CTCT is also responsible for creating an area-wide College and Career night to promote programs and college awareness. (3) Collaboration with local colleges/universities is critical to develop the dual credit courses and the funding arrangement for courses offered. If districts are starting from scratch in the development of that relationship, this will be very time-consuming and districts may need assistance of their area educational service center to broker an agreement. Stark County has had great success in growing dual credit opportunities and would be a great resource for any other countries wanting to expand their dual credit programming. (4) In order to offer more dual credit courses directly within the local school district, teachers must be credentialed to teach the courses. The college(s) with which you offer the credit determines the credentialing process. (5) Districts need to decide what career tech courses they can support and what foundational courses need to be taught at the middle school level to support the growth of those programs. Because our districts chose the areas of engineering and medicine, we selected Gateway to Technology which is the middle school program affiliated with Project Lead the Way. Both districts elected to offer foundational courses in engineering and biomedicine which in turn would support Marlinton's engineering career tech program and Alliance's medical assistant program. (6) To maximize the impact on student achievement and lifelong learning, district design teams, involving key stakeholders (such as administration, teachers, students, curriculum leaders, board members, University partners and other partners) need to learn about inquiry models and lead the implementation in the schools. Barriers to the success of this project include dedicating the initial funds necessary for new or renovated facilities, if your district lacks proper STEM labs. Additionally, district leadership must be willing to devote time and effort to build a rich collaboration between neighboring districts, universities/colleges and businesses. The implementation of a Project Advisory Team and the Career Tech Collaboration Team is vital and the involvement of student representation provides real-world experiences for our students and keeps student needs at the core of our efforts. A purposeful communication plan between all entities needs to be developed and adhered. All stakeholders need to keep the goals and objectives of the project at the forefront to avoid a well-thoughtout plan to by the wayside.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I accept. Jeffery S. Talbert Superintendent, Alliance City Schools 4-16-14

Consortium

Alliance City (043497) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
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Partnerships

Alliance City (043497) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

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Implementation Team

Alliance City (043497) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Jeffery	Talbert	Superintendent, Alliance City Schools	Mr. Talbert's responsibilities will include being co-chairman of the Project Advisory Council (PAC) with special concentration on Alliance's renovation projects. Furthermore, Mr. Talbert will serve as coordinator for all communications for Alliance City Schools. Mr. Talbert is committed to being an educational leader.	In his first year as superintendent of ACS, Mr. Talbert implemented a district strategic planning process and resulting systemic reform which included the formation of a district Strategy In Action team and related training at Harvard University's Graduate School of Education. Mr. Talbert believes strongly that all educational decisions made must support the instructional core and he continues to serve as an involved educational leader.	Mr. Talbert was formerly the Assistant Superintendent of Curriculum and Instruction at Cleveland Heights-University Heights City School District (CHUH), where he designed and implemented a K-12 instructional pathway program which included: International Baccalaureate (IB) Society Pathway, STEM Discovery Pathway, and the Arts Creativity Pathway. A separate implementation at CHUH was the Relevant Experiential Active Learning (REAL) Early College partnership with John Carroll University: this program was designed to accelerate under-represented first generation college students; Mr. Talbert has designed three different 1-to-1 initiatives in previous districts; as campus principal of McKinley High School he participated in the Ohio High School Transformation Initiative as a part of the Knowledge Works foundation. They transformed MSHS from a traditional high school to five themed-based high schools which included a Freshmen Academy, a STEM school, an Arts school, an International school and a school of diversity.	
Anna	Minor	Assistant Superintendent, Marlington Local Schools	Mrs. Minor will serve on the Project Advisory Council (PAC) and will coordinate all curricular aspects (Project Lead the Way and Gateway to Technology, STEM trainings, development of the course of study, etc) of the grant ensuring the goals of the grant are met. She will act as the liaison between the district and Stark State College concentrating on the Career and College Pathways. Pathways will be developed, grown, and marketed not only to students, but parents as well. This will allow students to have a clear understanding of their options when participating in dual enrollment classes and	Mrs. Minor is in her third year as the Assistant Superintendent of Marlington Local Schools. Her previous 13 years of experience includes being a former middle school assistant principal, elementary principal, K-12 gifted coordinator, and secondary curriculum coordinator all in Jackson Local Schools, and middle school teacher at Minerva Local Schools. Prior to entering education, Mrs. Minor has 11 years of business experience owning and operating businesses and was	As the Assistant Superintendent, Mrs. Minor has a multitude of responsibilities which include providing professional development for both the certified and classified staff, coordinating all K-12 curriculum and heading the LPDC committee and the mentoring program. She oversees the technology department whose main focus is integrating technology within the curriculum. During her leadership, Mrs. Minor has redesigned schedules to include intervention and enrichment time for all K-5 students, supported co-teaching at every level, and led curriculum teams in creating pacing charts and developing	

			STEAMM classes paving their future to post College and Career fields. She will also collaborate with ArtsinSTARK to develop the middle school and high school programs. Mrs. Minor will facilitate all professional development experiences with the STEAM initiatives, implement the 1-to-1 initiative at Marlinton Middle School, and support technology integration to engage learners.	charged with public relations, hiring, budgeting, billing, inventory, advertising, ordering, and day-to-day operations.	resources for departments to meet the New Learning Standards. Additionally, Mrs. Minor analyzes the district's state test results and report card information to support changes in programming. She has had an integral part in the development of the first Oil and Gas program in the State of Ohio. Mrs. Minor manages the district's collaborations with area colleges and universities for all post secondary options, which includes working with the directors to credential high school teachers. Mrs. Minor is the Federal Programs Coordinator, facilitates and manages the following grants: Title 1, Title 2A, Race to the Top, Early Literacy Reading Readiness, and the Fifth Quarter.	
Rob	Gress	Assistant Superintendent, Alliance City Schools	Mr. Gress's responsibilities will include leading the Career Tech Collaboration Team (CTCT) which is in charge of coordinating and marketing both districts' Career Tech programs. Additionally, he will lead the team as they develop and advertise the first annual College and Career Fair. He will be a member of the Project Advisory Council (PAC) which will supervise the project.	Mr. Gress has been in education for 21 years and currently manages all federal programs including Perkins, Title I, Title IIA, Title VI/b IDEA, as well as the 21st Century and Early Literacy Reading Readiness grants. Mr. Gress has been an active member of the district's strategic planning process and resulting systemic reform, including training at Harvard University's Graduate School of Education.	Mr. Gress has been District Test Coordinator, Director of Secondary Education and the high school principal for Alliance City Schools.	
Derek	Nottingham	Treasurer, Marlinton Local Schools	As a consortium member, Mr. Nottingham will assist Mr. Heath in completing and managing the budget and Financial Impact Table. Mr. Nottingham will be responsible for developing and awarding all bids required for the building and renovation projects for Marlinton Local. He will also be responsible for processing all purchase orders for technology, equipment, furnishings and other resources. Additionally, Mr. Nottingham will be a member of the Project Advisory Council (PAC).	He has been a treasurer for six years and a past state auditor. He manages the fiscal piece of the Early Literacy Reading Readiness grant as well as managing the district's \$23 million budget	Mr. Nottingham participated as a fiscal reviewer of round one Straight A grants.	
Denice	Leddy	Director of Curriculum and Instruction, Alliance City	Mrs. Leddy will serve on the Project Advisory Council (PAC) and will coordinate all curricular aspects (Project	Mrs. Leddy holds a bachelor's degree in education, a master's degree in Curriculum &	Mrs. Leddy is currently implementing the Read Alliance Third Grade Reading Guarantee Grant in	

		Schools	<p>Lead the Way and Gateway to Technology, STEM trainings, development of the course of study, International Baccalaureate (IB) training, etc) of the grant ensuring the goals of the grant are met. She will act as the liaison between the district and Stark State College concentrating on the Career and College Pathways. Pathways will be developed, grown, and marketed not only to students, but parents as well. This will allow students to have a clear understanding of their options when participating in dual enrollment classes and STEAMM classes paving their future to post College and Career fields. Mrs. Leddy will serve as liaison between the district and UMU. Mrs. Leddy will facilitate all professional development experiences with STEM and IB initiatives, implement the 1-to-1 initiative at the Alliance Middle School and support technology integration to engage learners.</p>	<p>Instruction and to-date has completed her Ph.D coursework in Educational Administration. Mrs. Leddy's spent a great deal of her career in Kent City Schools in the roles of Teacher, Elementary Principal, Principal of the Bridges Academy: an at-risk alternative program for 9th & 10th grade students & served as District Math Specialist. Professional development that she implemented more than 12 years back remains an integral part of the district's plan. In Cleveland Heights-University Heights City Schools (CHUH), she served in the roles of Elementary Principal and PK-12 Coordinator of Assessment & Accountability. In the role of Coordinator, she worked with teachers to make data actionable to inform their instruction.</p>	<p>collaboration with the University of Mount Union (UMU) and additional community partners. She has written and implemented an innovative Alternative Education Grant for the Bridges Academy and worked with Kent State University (KSU external evaluator) on this proactively successful initiative. She brings 18 years experience of collaborations between Universities & Schools, including her involvement with the Holmes Partnership in which she worked with KSU & Kent City Schools. Mrs. Leddy was involved with aspects of the implementation of IB & STEM programming in CHUH. She has been an active member of the ACS district's strategic planning process and resulting systemic reform, which includes training at Harvard University's Graduate School of Education.</p>	
Chris	Smith	RA, LEED AP, NCARB partner, ThenDesign Architecture (TDA)	<p>Mr. Smith will serve on the Project Advisory Council (PAC). Additionally, his responsibilities for this grant will be to design the STEAM wing for Marlinton Local Schools and provide all pertinent information and data specifications in a timely manner, to Mr. Knoll. Mr. Smith will lead the design team prior to developing the formal and final architectural design and blueprint to provide additional insights into the creation of Marlinton Local's STEAM wing.</p>	<p>Mr. Smith is a Registered Architect in the State of Ohio for the past 16 years with a B.A. in Architecture from Kent State University as well as having received two graduate certificates in Educational Planning from Harvard University. Mr. Smith become a partner of ThenDesign Architecture firm in 2004 and continues his leadership in three regional offices.</p>	<p>Mr. Smith has designed many STEM schools in northeast Ohio including: MC2 STEM High School at Nela Park, East Cleveland, Ohio; MC2 STEM High School at the Great Lakes Science Center, Cleveland, Ohio; MC2 STEM High School at Health Careers, Cleveland, Ohio; MC2 STEM High School at Cleveland State University, Cleveland, Ohio; STEM2M High School, Mayfield, Ohio; STREAM Innovation High School, Willoughby Hills, Ohio; STEM Initiative, Mentor Ohio; Max Hayes Career Technical High School, Cleveland, Ohio; Mound K-8 STEM School, Cleveland, Ohio; Design Lab Early College, Cleveland, Ohio; New Tech East @ East Technical HS, Cleveland, Ohio; New Tech West @ Max Hayes HS, Cleveland, Ohio; New Tech Facing History, Cleveland, Ohio; K-5 International Baccalaureate Campus International School, Cleveland State University, Cleveland, Ohio.</p>	
Joseph	Rochford, Ph.D.	Vice President, Stark Education Partnership	<p>Dr. Joseph Rochford will be the external evaluator and will be a de facto member of the</p>	<p>Dr. Rochford is the Vice-President of the Stark Education Partnership</p>	<p>Dr. Rochford served as a University Fellow at Kent State University where he was part of</p>	

		(SEP)	<p>Project Advisory Council. His responsibilities will include conducting, analyzing and reporting the formative and summative evaluations based upon the criteria of the proposal. Additionally, Dr. Rochford will report any suggested adjustments to make mid-grant improvements based on early results of the data. SEP will be required to submit quarterly progress reports and recommendations to the Project Advisory Council. Reports by the Stark Education Partnership are published for public consumption at www.edpartner.org and are reviewed for publication under arrangement with the U.S. Department of Education's Educational Resources Information Center (ERIC).</p>	<p>and joined the organization in 1991. In Stark County, he currently serves as a member of the board of directors for Jobs for Ohio's Graduates (J.O.G.S.) of Greater Canton and the AHEAD Foundation in Massillon. He is also an adjunct professor of graduate education at Walsh University.</p>	<p>a team conducting research on how organizations make decisions. And while at KSU, he also worked extensively on several education improvement efforts, including the Administrative Preparation Program of the Cleveland Public Schools and the Canton City Schools Leadership Academy. From 1988 to 1989, he was a doctoral fellow with the Cleveland Clinic Foundation and served as research advisor to the Clinic's Public Education Initiative with John Hay High School.</p>	
Mandy	Capel, Ph.D.	Assistant Professor of Education, University of Mount Union	<p>Dr. Capel's responsibility for this project is to lead a cadre of education professors from the University of Mount Union to become trained in International Baccalaureate (IB) theory and principles. These educators will then collaborate with area teachers, already in the field, in the writing of curriculum that supports the IB philosophy. Using their IB training and their work with teachers, these professors will in turn prepare their pre-service teachers for authentic, global, problem-based learning.</p>	<p>Dr. Capel has a Doctorate of Philosophy in Curriculum & Instruction, she has been an elementary teacher and presently is an Assistant Professor of Education at the University. She has been a grant recipient member of the Kent State University's Curriculum Leadership Institute.</p>	<p>Dr. Capel is currently taking an active role in expanding collaborations with Alliance City Schools. She is an active member of the instructional design team and is committed to visiting schools with successful implementations of STEM, International Baccalaureate (IB), and 1-to-1 initiatives.</p>	
Abbey	Ball	Manager of Client Fulfillment, The Impact Group (public relations company)	<p>Ms. Ball's responsibilities will include assisting Marlington Local Schools and Alliance City Schools in the promotion and communication of our Straight A grant objectives and progress of those objectives. Key audiences include the parents, students, staff and community. Ms. Ball will assist in the creation and production of the necessary materials for communicating our acceptance of the grant, celebrating progress toward meeting the grant goals, and through the completion of the project. Additionally, Ms. Ball will play a vital role in the assistance of necessary communication materials to market our career tech programs, the college and</p>	<p>Ms. Ball has a BA in Public Relations from Kent State University and has several years experience in the public relations field.</p>	<p>Mrs. Ball works with several school districts in Stark County and across Northeast Ohio to enhance community relations and communicate the work of the schools to parents, students and residents. This includes media relations, marketing, parent and community interaction through surveys and focus groups to help gauge public perception.</p>	

career night as well as additional events that emerge along the way. As a culminating project, Ms. Ball will develop a comprehensive replication guide to share lessons learned with our colleagues across the state.

Dennis	Trenger	Director of Academic Outreach, Stark State College of Technology	Mr. Trenger will be a member of the Project Advisory Council (PAC). He is responsible for all of the College's dual enrollment and community partnerships supporting education opportunities at off-site locations and will serve as the liaison between Alliance City Schools and Marlington Local Schools for all dual-credit courses and teacher credentialing. Mr. Trenger will lead the establishment of directional activities for middle and high school students that help them explore dual enrollment pathways. He will oversee the implementation of COMPASS college placement testing to assess students' college readiness and facilitate the enhancement of existing English and math dual enrollment pathways that will lead through the College toward an Associate's Degree.	Prior to accepting this position, Mr. Trenger served as the College's Department Chair of Information Technology. Mr. Trenger is pursuing a Doctorate of Education in Administrator Leadership from Walden University, and has earned a Masters' In Business Administration from Ashland University, a Bachelor of Science in Computer Science from Walsh University and an Associates of Applied Science in Computer Technology from Stark State College.	Mr. Trenger was the face of Stark State College in all of the beginning collaborations in 2006 with Stark County schools when implementing dual credit courses. He managed the requisite paperwork and dealt with all the public relations needed between the school districts, Stark State and the Stark County Educational Service Center which helped implement the programs along with the Stark Educational Partnership.
Aimee	Kennedy	Vice-President of Education, STEM Learning and Philanthropy, Battelle	Ms. Kennedy is serving as a consultant in the implementation of our STEM/Inquiry-Based instruction at the middle school level. She will be a part of the Instructional Design Team as they research and visit schools to thoroughly investigate what successful inquiry-based STEM models look like in different learning environments. She will provide the expertise from her past experiences to guide the districts as they implement their vision of STEM.	Ms. Kennedy presently directs Battelle's efforts to foster innovative educational environments that prepare students for tomorrow's career and college environment. She has consulted with educators, industry partners and higher education organizations across the country as they plan for educational innovation and reform. She has designed and facilitated reform in Ohio, Texas, North Carolina and Tennessee that has resulted in the incorporation of literacy and math initiatives in STEM and Early College schools and networks in each state.	Ms. Kennedy was a teacher, assistant principal and then principal of the Metro Early College High School. Her tenure spanned from July 2007 to September 2013 in which time she participated in the development of the vision of Metro's personalized learning experiences in which mastery learning is required. Metro's mission is, "turning college aspirations into reality through personal relevance, academic rigor and transformative relationships."
Joseph	Knoll	Superintendent, Marlington Local Schools	Mr. Knoll's responsibilities will include being co-chairman of the Project Advisory Team	Mr. Knoll is in his second year as the Superintendent of	During Mr. Knoll's tenure as Assistant Superintendent of Mahoning County Educational

			<p>(PAC) with special concentration on all of Marlinton's building and renovation projects. Furthermore, Mr. Knoll will serve as coordinator for all communications in the Marlinton district. As the Superintendent, Mr. Knoll will oversee the grant ensuring we meet our goals.</p>	<p>Marlington Local Schools . He is a former Assistant Superintendent of Mahoning County Educational Service Center with two years experience, high school principal in West Branch Local Schools for ten years, high school and middle school assistant principal in Lorain City Schools for five years, and finally taught at the high school level for seven years.</p>	<p>Service Center, he worked to facilitate county-wide shared services between fifteen local school districts involving staffing and personnel, special education services and purchasing. Furthermore, Mr. Knoll has extensive previous experience in the renovation process as he was the administrator in charge of the West Branch high school renovation. From Mr. Knoll's previous and current positions, he has developed the ability to unite different entities in the pursuit of a shared goal.</p>	
Kirk	Heath	Treasurer, Alliance City Schools	<p>Because Alliance City Schools is the primary applicant for this grant, Mr. Heath will be responsible for completing and managing the Straight A budget and will be a member of the Project Advisory Council. Additionally, Mr. Heath will be developing and awarding bids as needed for the renovation project at Alliance and processing all purchase orders for the technology, furniture, equipment and other resources for Alliance City Schools.</p>	<p>Mr. Heath has been a treasurer for seven years, a past state auditor and is a Certified Public Accountant. Mr. Heath has been an active member of the district's strategic planning process and resulting systemic reform, including training at Harvard University's Graduate School of Education. He's managing the Early Literacy Reading Readiness grant and the district's \$40 million budget.</p>	<p>Mr. Heath has participated as a fiscal reviewer of round one Straight A grants.</p>	
Jennifer	Hickman	Education Coordinator, ArtsinStark (county arts council)	<p>Mrs. Hickman's responsibilities will include (1) Acting as a liaison between teachers and teaching artists in planning and implementing arts integrated lessons for core content areas (2) Running the grants program in buildings and classrooms as a vital complement to standard common core teaching practices (3)Writing curriculum for various arts integration programs that are implemented throughout the county.</p>	<p>Mrs. Hickman's qualifications include 16 years experience as a classroom teacher in grades 1-8, and 3 years experience at my present position with the county arts council.</p>	<p>ArtsinStark has hosted over 100 SmArts Projects in the last seven years, investing upwards of \$350,000 in order to integrate arts and academics for tens of thousands of students throughout Stark County. Mrs. Hickman collaborates with the Marlinton Local Schools on a grant with our Landscaping Department for the Children's Garden. My goal is to use the arts to teach core subjects in such a way that students involved in SmArts programming see a vast improvement on state test scores in comparison to students who do not have the SmArts opportunities.</p>	

