

Budget

Ashland City (043505) - Ashland County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (19)

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		265,000.00	110,000.00	0.00	881,930.00	0.00	0.00	1,256,930.00
Support Services		0.00	0.00	100,000.00	0.00	0.00	0.00	100,000.00
Governance/Admin		0.00	0.00	125,000.00	0.00	0.00	0.00	125,000.00
Prof Development		56,000.00	11,000.00	200,000.00	0.00	0.00	0.00	267,000.00
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	365,000.00	0.00	365,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		321,000.00	121,000.00	425,000.00	881,930.00	365,000.00	0.00	2,113,930.00
Adjusted Allocation								0.00
Remaining								-2,113,930.00

Application

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Ashland Career Institute - "Building Today's Tomorrow

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

Ashland City School District's Consortium recognizes that applied skills enable knowledge acquired in school to be transferred to performance in the workplace; therefore, Ashland Career Institute will model the national CTE Common Career Technical Core, Career Ready Practices, and the Framework of the Partnership for 21st Century Skills to support the created Pathways that are designed to integrate academic, applied and workplace skills in real-world contexts that will lead to success in the post-secondary schools and workplace settings so that high school students can attain a "21st Century credential". To improve student learning and career options, Blended Learning, Virtual courses, Flipped Classrooms will be transitioned into the classroom instructional setting for High School and Middle School, and will be accompanied by essential, introductory trainings to prepare students for the workforce in a contextual, local business setting. The Middle School developmental experiences will include participation in Project Lead the Way that will provide opportunities for hands-on collaborative science, technology, engineering and mathematical practices that transition into the high school's 21st Century Programs of Study as well as Digital courses in the Fine Arts, Industrial Arts, and Graphic Design that aligns to a Career Cluster Framework built on 10 Foundational Components that will support 21st century learning in a contextual classroom setting which will be supported by established relationships with community leaders, families, and local businesses in selected industries and technologies within the Ashland Community.

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.

1201 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
Douglas J. Marrah, Ed. D.

Organizational name of lead applicant
Superintendent

Address of lead applicant
416 Arthur St., Ashland, Ohio 44805

Phone Number of lead applicant
419-289-1117

Email Address of lead applicant
domarrah@ashlandcityschools.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

Achieve, America Diploma Project Network - identified that ALL high school graduates need to be prepared for some postsecondary education and/or training to have options and opportunities in the job market in the next decade. 45% will be in "middle skill" which requires some post education, while 33% will be in high skilled occupations with a Bachelor's or more, and 22% of future job openings will be low skill - high school diploma or less. Through the past several years, Ashland's consortium has experienced students leaving the career center/s mid-year and returning to their respective high school because of frustration. As a result changes need to be made to support our students. Another example of concern is that Ashland City School District's previous graduation rates that included: 92% in 2010; 92.6% in 2011; and 91.8% in 2012. However, the "College Persistence Data" for the class of 2005, which was the only class that was tracked through the national student clearinghouse, indicated only 31% of the AHS class of 2005 went on to complete a 2 or 4 yr. degree as of 2011. Consortium counselors also identified that students are not able to demonstrate the knowledge, access experience, and resources needed to persist through their pursuit of a 21st century career credential. Achieve's study also identified the two silos created in the 20th century "College" and "Career" are now being challenged by businesses in the 21st century. To support this statement, the consortium's local business partners clearly indicated that academic, career, and employability skills prove lacking in HS and post-secondary students, and as a result businesses are handicapped in hiring individuals for 21st century job placements.

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

Ashland Career Institute, will be a school within a school and grounded in five guiding principles: Improve student achievement; Improve career options; Lead students to a fuller range of post-secondary education and career opportunities; and, connect academics to real-world applications. Through a partnership with local businesses and restructuring of courses, Career Pathways will be created to: Promote the connection between education, workforce/economic development; Offer a seamless transition from high school to career occupation preparation; Focus on high skill, high demand, and high wage careers; and Provide opportunities for attainment of a technical skill proficiency, and a degree/credential. All students in the Middle School will begin with an Individual Learning Plan that will follow them through High School and will be supported by systems put into place for quickly identifying those in need. A continuum of support with targeted intervention strategies will be provided for low achievers so that the learning gap is narrowed and achievement can be experienced. Career pathways' courses will hold students to more rigorous 21st century standards and supported by a comprehensive educational system that supports students through school, family, business, and community supports so they can explore and experience 21st century technologies with trained school personnel and on-the-job training at local businesses. The consortium has formed a collaborative partnership with Hedstrom Plastics and Transformation Network so that new opportunities for on the job training will integrate 21st century skills and technologies in a contextual, virtualized, and simulated learning environment. Future opportunities will include experiences with job shadowing, internship, externship, and apprenticeships. The foundational skills will involve Informational media literacy, critical thinking and problem solving, communication skills, creativity skills, and innovation skills accompanied by collaboration skills. Middle School, Grades 6 - 8, will begin the process of career exploration through Project Lead the Way that engages students in project- and problem based curriculum that embeds Science, Technology, Engineering and Mathematics (STEM). This will facilitate the process for student discovery of STEM learning that involves applying engineering, science, math, and technology to apply, solve complex open-ended questions for solving real-world problems. For the HS, Ashland's Career Institute will offer Industrial Arts - welding and electrical; Fine Arts - Digital Music & Digital Art with Graphic Design; Business Management with Financial & Global Literacy. Instructional practices will involve but will not be limited to Blended Learning and Flipped Classroom, a Disruptive Innovation. Students will learn and work with CNC machines. The foci of the Institute are to: Provide a framework for continuing contemporary, high quality programs of college and career preparation; Provide a framework for seamless education from high school through post-secondary; provide more career and educational options to students; and provide a framework for organizing or reorganizing the delivery of career and technical education. The Ten Foundational Components will be the mortar and bricks building the foundation and framework for the Institute and are identified as Teaching and Learning; School Counseling & Academic Advising; College and Career Readiness; Technical Skill Attainment; Course Sequences; Articulation Agreements; Professional Development; Accountability and Evaluation Systems; Partnerships and Policies and Procedures. Educators will use the framework to build and sustain the programs.

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.)

To raise student achievement, the consortia/partnerships will be responsible for understanding the five inseparable core components and improvement priorities to drive student achievement - "the driver outcomes" - which include: Academic Instruction and Learning; Youth development; Parent & Family Engagement; Health & Social Services; and Community. MS & HS school teachers, leaders and counselors will engage with business, industry, higher education leaders and faculty to create a common understanding of what is expected of HS students. Joint goals for college/career readiness will be developed between educators and business/industry. Parents and students will be actively engaged in the process in developing long-term goals and strategies. Business and industry will provide expertise in engaging opportunities for students and educators to experience hands-on opportunities and work-based learning experiences. Higher education will engage with MS and secondary educators and business/industry to develop common goals that seek to align systems and provide assistance in helping students chart a course for career success to transition into post-secondary and career options. Parents and students will work together with the consortium's guidance to help students set and meet career goals. The central focus, student learning, will be personalized to include a career-focused track that includes student driven action plans and individual learning plans (ILP) that will blend academics and career-based learning experiences. Professional development will be supported and provide and include 21st C. Career skills and employability skills that must be aligned and synchronized with business expectations. Careful planning and realistic expectations for outside the classroom may include but will not be limited to: internship, externship, and independent study for credit flex options. Support systems to encourage students when the "going gets tough" will be put into place and accompanied with intervention strategies to bridge learning gaps. Community and Family engagement opportunities to support and ensure student success will be capitalized. Created mechanisms for open communication, referral, & opportunities for boundary crossing will be part of the instructional process. Family engagement will also prove a critical component when establishing a partnership that includes key programs services, and strategies aimed at the "high priority" parents - especially parents whose children predictably are experiencing difficulties at school. Curriculum choices and alignments will be ensured so that students are engaged in a comprehensive, coherent and integrated system that will maximize student learning. Focus on student growth measures, increased attendance, positive school climate to facilitate the establishment of supporting positive student interests, self-esteem, social skills, a positive attitude toward school, quality of relationships between students, educators, & business personnel will be integrated throughout the process. Consortia members will work together to insure and maximize innovative strategies and proven methods of instruction, school management, through reliable research and effective practices that have been replicated in other schools with diverse characteristics. Measurable goals for student performance will be tied to the state's challenging content and student performance standards. Policy makers will align policy and funding infrastructures that breakdown longstanding silos between secondary, postsecondary workforce systems to provide a full spectrum of supports needed to ensure seamless transitions for high school to college. This will mean that the definition of "Career Ready" needs to be defined and align with the national career standards and its definition and accompanied with a set of metrics to measure career readiness.

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.)

Transforming an existing "area" into an area that brings convenience, simplicity, accessibility and affordability of learning as a service into the classroom and removes the concepts of complex, inaccessible and expensive out of the classroom opportunities is a disruptive innovation. Present computer labs need to be maximized with educational purpose. Clayton Christensen identified that the present design serves the institution not learner. Keeping this in mind, a "student centric" approach will be taken. The proposed innovation for a greater share of resources in the classroom will involve restructuring the technology concept. Utilization of inexpensive disruptive technologies - Google Apps. for Education -will be implemented district-wide to impact instructional practices and student learning with 21st C support for teachers and students. Dept. of Education Secretary Arne Duncan calls the "New Normal" - "Blended Learning" as another source as proving an attractive alternative to the Career Institute. This will combine the benefits of guided online learning with social and personal attention in a classroom setting. It will incorporate both face-to-face and online learning opportunities. The students will gain the best of both worlds: individualized learning and school-based education. This innovation will allow the institute to take advantage of the researched instructional concepts the leading brick and mortar schools do well, such as creating a strong, supportive culture that promotes rigor and high expectations for all students, as well by providing healthy supportive culture. The Dept. of Ed Center for Technology's analysis clearly indicated that blended instruction produced greater student achievement than purely-face to face on-line learning. It was also proven that additional learning time and instructional time was maximized. The degree to which online learning will take place, and the way it is integrated into the curriculum may vary between MS and HS. Blended learning will accommodate students' diverse learning styles and enable them to work before or after school in ways that were not possible in our present conventional classroom instruction. The focus of the consortium's online learning is to improve educational productivity by accelerating the rate of learning, take advantage of learning time outside of school hours, reduce the cost of instructional materials, and better utilize teacher time. The Flipped Classroom will be integrated and implemented into teacher instructional practices to shift content delivery online so that class time can be spent with learning supports that better engage students in exploration and application of the content. Podcasts will be made with creation and distribution of audio and video content available to students. Broadcasts will allow teachers to archive instruction for instant playback by students whenever necessary. Students will also be able to create podcasts for classroom presentations that can be shared with peers. Shared professional development among all teachers will provide opportunities for all educators to learn and implement new instructional practices. To further develop the concept of "school within a school" on-line courses will be offered to provide more opportunities in meeting the needs of students who might otherwise drop out of school, and allow for a more flexible schedule to combine education or work, or in some cases education and child-rearing. Teachers will be able to collaborate and view one another's podcasts to learn new strategies and technique to revitalize instructional concepts. Simulations, a gaming technique, will provide opportunities for creating authentic learning experiences that bridge the gap between classroom and the real world so to retain, connect and transfer learning from these experiences to future learning and experiences.

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.)

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.

2,113,930.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Our entire grant is based on a model that will allow us to introduce our students to career paths in middle school years and continue through high school. We will use the grant dollars to renovate science portions of the high schools (\$365,000 - technical labs \$265,000 and science labs \$100,000), as well as, purchase equipment (\$271,280: simulators, project-based equipment and associated technology), services (\$867,000: professional development, mentors, coaches, technicians, and administration), programs (\$283,000: Project Lead the Way - equipment & labs, professional development, participation fees & associated cost of set-up, and consumable materials), technical hardware (\$197,900: computer carts, laptops, software, and associated maintenance) and software (\$129,750: workstations, graphic design, simulation software, music design software, and other related licenses) for our Career Institute. Specific costs are noted in the project budget. The realignment of school district will allow us to reduce our staff and provide our students with the opportunity to explore career options at an early age. We have met with our local business leaders to develop a plan that provides our community with quality workers at each level of their operation. Especially, we would like to train our students as workers to operate machines on the production floor as a foundation to our business human capital needs in our community. Our partnership will provide our students with a wide variety of internship experiences in the business world. A successful grant will lead to more students graduating high school with training in an industry that will allow them to become valuable members of our community.

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.

Once our programs are developed during the grant year our primary expenditures will be complete. We will reduce our staff for the 2015-16 school year when we realign our district. As a result, all expenditures will be reduced in the years following our realignment. The closure and realignment of the building will include the savings in personnel salary and benefits from the reduction of one administrator, five certificated staff, and 8 support staff. We will have a need for software maintenance fees and a need to maintain our equipment. The supplies and purchased services sustainability include savings from the consolidation of building budgets and utilities, and lease agreements for copy machines. The district is required contractually to appropriate \$50,000 per year for staff professional development. A portion of the required allocation will be delegated to the sustainability for professional development to faculty. Additionally our Permanent Improvement budget will help to fund the purchase of additional items needed to expand our program as student involvement grows. The Permanent Improvement Fund includes revenue close to \$475,000 per year for the district. This fund will fund the capital outlay for the technology support the program requires.

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.

858,879.00 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

The district will experience savings from the closure and realignment of an elementary building. The middle school will include reconfiguration to become a graded 6-8 middle school. The building closure will include savings with personnel salary, benefits, supplies, and purchased services beginning with the 2015 school year of approximately \$664,000. The closure includes the reduction of an administrator, 5 certified positions, and 8 support staff. The district will realign expenditures from the closure of the buildings to support sustainability. Beginning with fiscal year 2016, the savings include \$388,900 in salaries; \$216,000 in benefits; \$41,000 in purchased services; \$10,000 in supplies; \$7,895 in capital outlay. The Financial Impact Table includes modest projected increases in all expenditures per the historical trend for Ashland City Schools. The district receives a 1.25 mill permanent improvement fund, and .5 mill classroom facilities fund. The combined revenue from these funds includes approximately \$600,000 per collection year. The classroom facility fund was approved by the voters of Ashland in November 2012 for a segmented classroom facilities assistance plan. Only a required portion of the .5 mill fund is required to be allocated into the classroom facility fund (\$98,000 per year). The remaining portion of the .5 mill collections is posted to a permanent improvement fund, identified with a special cost center. These expenditures associated with the maintenance agreement for technology purchases; computer equipment, laptop carts, and computer lab purchases will be realigned from the existing resources of this fund. This will enhance the districts capability for sustainability for the program. The financial impact table from Mapleton Local Schools includes the salary and benefit savings from one industrial arts teacher, and a and .5 FTE from a Media Tech Position to offer courses to support the program. Currently the teachers are employed at the district. The welding program offered at the district, is currently supported by the general operational budget and will continue to sustain costs associated with the program. These expenditures will be financially realigned to support and retain the program. Mapleton Local Schools has a permanent improvement fund that generates approximately \$246,000 per year and a classroom facilities fund of \$48,980 per year. A financial impact table is included from Ashland County Community Academy (ACCA). ACCA will provide .5 FTE (\$24,000) for a Transitional Aged Youth Liaison. This position supports youth with their mental health and emotional issues including education, employment, housing and increasing natural supports. This position is currently supported from the general fund. Additionally, ACCA would benefit from participation in the consortium as it would allow for amplification of career/tech programing without adding staff. Offering these programs would assist in furthering support for at-risk youth and providing a school to work transition.

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.

Our district will combine two elementary schools into one elementary school and open a middle school on the same campus as our high school for the 2015-16 school year, this will allow our district to reduce staff. Our staff reductions will be permanent. The realignment that results, will allow us to reduce and allocate our staff in a manner that reduces our overall expenditures for the five year period. Additionally, we will use our Permanent Improvement fund to replace computers if they fail during the period of this grant. The Mapleton Local School District has identified current staff to provide educational opportunities and resources for the program from the realignment of current budgeted expenditures. In addition, Mapleton has a permanent improvement fund utilized to offset expenditures involving maintenance agreements in the future. All together the consortium will remain expenditure neutral or better when all funds are considered due to realignment and staff reductions. The reductions are a permanent offset to the spending of our consortium members.

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 August, 2014 - May, 2015

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

The planning team will define, clarify, and understand each of the ten foundational components of the Career Institute which includes: Policies and Procedures; Consortia and Partnerships; Accountability and Evaluation Systems; Professional Development; College and Career Readiness; Technical Skill Attainment; Course sequences; Articulation agreements; Teaching and Learning; and, School Counseling and Academic Advising. The team will begin with Partnerships & Policies and Procedures accompanied with an Accountability and Evaluation System to support Professional Development. Along with the 10 Components, five defining features will be included & structured in the planning: academic learning; youth development; family & community engagement & support; health and social services, & community partnerships. Since the administrators and policy-makers are familiar and support the career cluster and pathway initiative, the labor market and employer information will be reviewed to identify potential Programs of Study. Evaluation and review of existing internal and external offerings at both the secondary and post-secondary levels and Middle School will be completed along with needs assessments conducted to determine types of training needed to facilitate 21st century instructional practices and student learning outcomes which will include improving student technical and employability skills. The team will insure that secondary and post-secondary partners work together on the design, development, and implementation of Programs of Study and planning how the Academic, Career, and Employability Skills for the 21st C. will be supported and accompanied by Career Practices and core standards. POS will be designed and reviewed to determine the sequence from secondary to post-secondary of existing or future courses. Student Data sources will be researched and utilized for planning programs.

* Anticipated barriers to successful completion of the planning phase

Barrier 1: The relationship between the Partnerships and Consortium are not cohesively and sufficiently built because people are often busy accomplishing their own work and missions and lose sight of building relationships and trust with others. Time constraints may prevent collaboration and therefore collaboration among the team struggles where relationships are not built. People and organizations are often so busy accomplishing their own work and missions they do not have the time to build relationships and trust with others in the partnership and consortium. Therefore, Collaborations between the consortium and partnerships may struggle if true relationships are not established. This may occur because of misunderstanding about what others do and members do not see how their work relates to others. All team members may not have a shared vision, mission and understanding of the goals to be met in the grant. Members may not see their work as interdependent with others' work; and how collaboration can improve their work. Barrier 2: Difficulty in reaching consensus may occur because direction and focus, as well as sticking to the direction and focus is difficult, especially when multiple stakeholders from different perspectives and organizations convene together over a period of time. Creating and keeping consensus is difficult. If members are unwilling to compromise, the partnership/consortium may lack focus and direction and will be easily side tracked from the mission and goals of the Institute. A sub-barrier could include members bringing multiple competing goals and directions; and as a result some leadership members may not have the skills to develop a consensus building or rebuilding.

18. Implementation - Process to achieve project goals

* Date Range May, 2015 - May, 2016

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

The foundational components: Teaching and Learning; School Counseling and Advising; and Professional Development will be the focus. Students will complete an Individual Learning Plan (ILP) to identify unique interests, needs, learning goals, and graduation requirements. The plan will be designed to go beyond the "four year plan" & include examples of community service, volunteer involvement; memberships in civic or community organizations, & leadership activities. Career awareness & interest assessments, traditional and nontraditional career exploration opportunities will provide opportunities for career development & growth. The school district will work with local employers and community members to insure students have opportunities to participate in work-based learning while engaged in 21st century classroom learning experiences. Course description booklets will include connections between Career clusters, Career Pathways, & POS and identify how courses are sequenced and related. Parent engagement in their student's program will be continuously encouraged. Opportunities for student field trips, career fair days & events will be integrated in curriculum. Research identifies that teacher and instructional skills & practices are key to student learning and achievement. Ongoing professional development opportunities will engage teachers with hands-on applications of the researched based instructional strategies. A formative assessment of the Institute will be taken quarterly to assess and measure 4 possible evaluation categories during the implementation process to evaluate curriculum, instruction, and assessment alignment. Care will be taken to overcome stereotypes and myths about careers appropriateness based on gender, ethnicity, disability, or other diversity factors. Achievement gaps based on sex, ethnicity, disability, or other diversity factors will be analyzed to close the gaps.

* Anticipated barriers to successful completion of the implementation phase.

Barrier 1: Teaching and instruction and the diversity of student needs are an enormous challenge when trying to ensure all students learn and succeed. Finding ways to address the diversity in student needs, experiences, backgrounds and perspectives, different background knowledge, skill sets, different past experiences, learning styles proves as challenges to educators. Individualized instruction to meet all students' needs and levels sometimes challenge the educator's instructional skill sets with integrating appropriate interventions for appropriate student support to meet student learning challenges. Barrier 2: Non-Academic Barriers such as community, family, and peer conditions influence student learning and therefore interfere with positive student outcomes. Lack of professional development to support educators in determining how to support and address the non-academic barriers may prevent opportunities to move forward. Barrier 3: Resources and Time contribute to further limitations in academic learning. Community, home resources, and classroom time are not maximized to support student learning. Classroom instructional practices lack inviting learning opportunities to facilitate student learning, interest, and growth. Barrier 4: Common mindset and related tensions indicate there is a tendency to "implement activities" as opposed to focusing on creating outcomes. Programs serve as "holding pens," where perception is that programs are successful as long as youth are busy and supervised.

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

* Date Range August 1 - June 1, 2015

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

The sole purpose of a summative evaluation is to improve, understand strengths, and determine how to improve weaknesses. The summative evaluation will include: types of data elements to be included and collected; a timeline for each part of the evaluation; individuals responsible for collecting and analyzing the data; and checkpoints where the team will review and reflect on all collected data. Three key questions will be addressed: What is the purpose of the evaluation? What do we desire to know about the program to be evaluated? How has staff development impacted student achievement? Quantitative information will include attendance; tardiness; budgetary and Other Financial Data; college & vocational enrollment; attrition, completion placement; extracurricular participation; graduation follow-up data & graduation rates; staff development and workshops with attendance rates; survey results - numerical ratings/rankings, structured observations; student discipline data, student achievement Data/Grades, and survey results Qualitative informational data will be in narrative and may include: documents, records, lesson plans; focus group interviews; Observations; Parent compliments and complaints, structured interviews, student portfolios, survey results etc. The evaluation will include questions such as how many students are engaged in a specific pathway; what are the course completion and graduation rates; or what are the rates of remediation at the post-secondary level. Information from business and industry regarding whether employees are coming to them fully prepared with skills for the occupation; identification of the skill that are predominantly weak and/or strong should also be identified. Questions answered in the accountability and evaluation system will include the impact of the program of study on student achievement and engagement as well as meeting the local or regional skill requirements.

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

Barrier 1: Efforts to impact youth development, engage parents, and families and linking health and social services to effectively engage community partnerships is often clouded and narrow the perception of what districts and schools do with and for students and families in the evaluation process because of the current emphasis placed on state-mandated accountabilities of high stakes tests. Barrier 2: Evaluation is to be done for the right reasons so appropriate measures can be taken to improve the programs and do what is "best for kids". Barrier 3: Evaluation is considered and perceived by individuals as "one more thing to do" as opposed to the concept that it can "close the gap" in continuous improvement - and is where we can get answers to key questions that inform important decision processes. Barrier 4: Evaluation does not sufficiently measure the 5 outcomes - Academic; Individual and Peer; Parent and Family, School, Community, and Well-Being Outcomes.

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:

The Ashland Consortium understands that change can only occur if conditions for change are created and leadership of the changes engages colleagues rather than manipulate them (Reeves, 2009). Due to the declining number of students participating in the present on-

campus career programs and many students returning mid-semester from a local career centers to Ashland Schools, the need for change is imperative. Change will include re-evaluating and having a common understanding and definition of what "Career Readiness" really means to ALL students and educators. Due to global competition, Ashland schools view the two silos of the 20th Century, "College" and "Career", changing dimensionally because of businesses and industry are demanding higher academic, career and employability skills for all students. As a result, Ashland Career Institute will reate pathways that: Promote the connection between education, workforce, economic development; Offer a seamless transition from high school to career or occupational preparation; Focus on high skill, high demand, and moderate to high wages; and Provide a plan for attainment of a technical skill proficiency, and a degree/credential. Career Pathways will be designed to: Improve student achievement; Improve career options; Prepare students for post-secondary education and careers; Connect academics to real-world applications; and Lead to the full range of post-secondary opportunities. Course changes and course alignment will need to work in tandem to promote students achievement. Curriculum will integrate CCSS for reading and writing, Common Career Technical Core Standards, Career Ready Practices and the academic, career, and employability skills into the academic student learning and the instructional practice. Restructuring or eliminating traditional courses to meet the demands of College and Career readiness will be on the forefront for change. The manner of translating the vision into an action plan for change will engage involved staff through a process so that beginnings of rich conversations can lead to a clear vision and action plan. Determination of how the day would be structured for student learning and how this meets the teachers' contractual agreement has been an untapped area for change. Middle School students will have opportunities of implementing a STEM program which bridges into high school and have opportunities to apply 21st C. learning and thinking skills that transition to high school. The new Middle School will afford improved technology opportunities. All grade levels will encounter new Change Agents/Innovative Disruptions including the Flipped Classroom to allow time for teachers and students to work collaboratively, Blended Learning, Virtual Courses, and Simulation environments will offer diverse learning opportunities. Since grading varies between teachers, grading practices will need challenged and improved with 21st century researched based grading processes that support student programs. Performance and project-based assessments and portfolios will be implemented. Professional Development focus on supporting the innovations and implementation of new programs so that instructional mindsets will change gracefully and promote a positive 21st century learning atmosphere for staff and students.

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.

Alan M. Blankenstein's research in "Failure Is Not an Option: Six Principles That Guide Student Achievement in High Performing Schools" clearly indicates that to initiate school reform and make sustainable changes, school leadership and professional learning communities that focus on student learning and achievement prove as the core of effective school reform. The research demonstrated throughout his studies indicated six common guiding principles: Common mission, vision, values and goals; System in place for prevention and intervention; Collaborative teaming for teaching and learning; Data driven decision making and continuous improvement; Active engagement from family and community; Building sustainable leadership capacity. A critical focus to Ashland Career Institute's project is failure is not an option for our students and student learning, and achievement must be on the forefront of the project to drive the implementation processes. Therefore, Ashland will model Blankstein's suggestions and research in meeting the needs of all participating students, by implementing systems for assuring all students experience success. This includes: Having an improvement plan for all students; Having systems for quickly identifying those in need; Providing a continuum of support and targeted strategies for low-achievers; Publishing results of closing the gap. Blankstein also indicated that Leadership can maintain sustainability by how leaders approach, commit to, and protect deep learning in the schools; how they sustain others around them to support that learning; and by how they sustain themselves to do so. His study further reinforced that to support "student learning and achievement" emphasis must be placed on course and curriculum analysis to measure alignment with state and national standards; graduation rates for high schools; continuing education levels such as percentage of graduation students entering regular or high school honors classes. A study in Wisconsin indicated that multi-sourced data is imperative in giving a complete picture of a school's progress. Therefore using "soft data" from surveys, questionnaires, interviews, focus groups, brainstorming or round table discussions to determine student, teacher, and parents' perceptions will prove supportive in the improvement process of the institute. An embedded clear understanding of the program will be imperative to leaders and the collaborative team that will be created so that the program can remain sustainable for years to come after leaders and educators come and go. Our leadership in the project will not only embrace educational leadership but business, community, and family as well; therefore collaborative seminars/professional development for educators, business and community representatives, and families will facilitate in creating collaborative teams to "make schools better for kids". Doug Reeves identified throughout his work in "Leading Change in Your School" that "research and common sense make it clear that initiative fatigue is rife in schools and we must identify things we can stop doing and begin "weeding". Therefore, programs that do not impact students' achievement but simply give students a "place to be for a class" will need phased out of the career program. Emphasis will be placed on using FIP in Action Models which will provide teacher courses that provide foundational knowledge in using formative instructional practices to improve student achievement.

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.

Douglas Marrah, Ed.D., Superintendent of Ashland City School District has identified that the evaluation will be conducted through Ashland University to provide unbiased information and perspective to improve Ashland Career Institute. Evaluating the five core components - Academic Learning, Youth Development, Parent and Family Engagement and Support, Health and Social Services, and Community Partnerships - will facilitate and guide decision-making about the improvement of programs and services. In addition to academic progress, evaluating the efforts to impact youth development, engagement of parents and families, health and social services, and community partnerships prove equally important.

* 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 short-term measures that will serve as interim indicators to determine the program's progress and demonstrate if it is on track include: enrollment rate, attendance, chronic absence, % of students missing 10% of any school days, suspension, program retention and percent of students continuing, % of students deemed work ready, post-secondary credit ready; average credit hours attained; teacher PD and the integration of researched based strategies used in the classroom; parent/community participation; diploma attainment; credential diploma; and placement rate. Long-term measures include data collections that include demographic information, assessment info including the proficiency levels in literacy and math, that will demonstrate student growth from year to year. The ultimate goal of the institute is to ensure that completers graduate from HS with a high school diploma; obtain an industry recognized credential, and/or college credits toward a degree. State and Local data will be included. Longitudinal looks at critical effort and outcome measures will form the basis of data based decision-making (or, formative data), and will guide the program content and direction. For social and academic progress, longitudinal data will help define student development and use trajectories to identify key information in creating each student's individual learning plan. Time ordered, multiple-measure-data, value-added data will provide information from the time the student begins the program. The slope of the trajectory will determine and indicate how much value is added to student growth in achieving his/her goal. The time -ordered data will enable the Ashland Career Institute to track changes and gains over time and will give opportunities to make changes in effort if value-added is not headed in the right direction.

* 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.

The process for modifying or changing the project plan will model the OIP Guide. First a review and description of the purposes and process for the evaluation will be presented to the evaluation team. Second, a walk through of the summary of the data of the report will be given. Third, the evaluation team will analyze the summary data, determine areas of needed improvement, and determine causes. Fourth, a method to report to consortium/partners, families and community will be selected. Fifth, the team will create a summary report of key findings and causes that will be communicated in the evaluation. Report to stakeholders with indicated data. A summary of key findings and causes presented to stakeholders will include: evaluation of progress toward goal achievement; evaluation of strategy effectiveness; Evaluation of plan implementation results; evaluation of process implementation effectiveness, monitoring system, communication flow; and causes of the results, effect, or impact, and other key findings important to the audience will be given. Sixth Recommendations for improving the plan and practices may be additions, deletions, or modifications of existing strategies, actions, timelines, or resource reallocations (people, time, money materials, tech.) Seventh, lessons learned, as appropriate will be integrated into the plan actions. Eighth, Modifications and revisions to the plan may include - Goals, Targets, Strategies & Indicators, Keep/Drop/or Modify actions. Ninth, create action steps and align monitoring processes to indicators. Create a monitoring schedule.

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.

For Ashland Career Institute' s Project to be sustained and have a lasting impact, four components prove imperative: 1. A comprehensive needs assessment - done in partnership with parents, educators, students and community members - so local solutions are tailored to local problems.2. Implementation of researched-based instructional and educational reforms need to be put in place. 3. Essential physical needs of students need addressed. 4. Critical to sustainable student success is recognizing that parent, student, and community leadership is key. The following four steps with identifiable indicators will be followed to achieve sustainability to demonstrate impact. 1. The foundation of Sustainable Success is a collaborative and inclusive process that creates public accountability by engaging parents, students, educators, and communities in designing and implementing reforms. Therefore, these steps will be in process: a. Parents will be informed; b. A team made up of parents, students, community\members and school staff with the power to design and implement a reform plan with the support of state and district resources; c. A comprehensive process of assessment and planning will be put into place so reforms are tailored to the specific needs of the school; and, d. A requirement that ongoing parent and community engagement will be part of the process.2. Sustainable Success requires a focus on research-based strategies within the school, including a strong focus on instruction, college & career ready curriculum for all students, collaborative environment for high quality teaching, and a positive school climate for student learning.a. A well-rounded, culturally relevant and enriched college and career-preparatory curriculum is available to all students; b. The use of researched-based strategies for instruction, school organization and support; c. Staffing structures that facilitate collaboration and the development of professional learning; d. The comprehensive evaluation OTES & OPES will be used. e. The use of data to inform and differentiate; f. The ability for schools to implement a range of strategies and activities to meet challenges; g. The Development of a strategic plan for parent engagement focused on the role of parents as partners to improve student learning. 3. Sustainable Success is possible when students are provided wrap-around supports that ensure they are healthy, nurtured and ready to learn and thrive. This will include: a. An assessment process to identify students' non-academic needs, and asset mapping to determine possible providers and partners in service delivery; b. Schools provide students with sufficient access to college and career counselors to ensure they are supported post-graduation plans; c. Collaboration and partnerships with community and corporate providers to ensure that students' health and emotional needs are met; and d. Extended time to provide students with additional academic supports, and to provide teachers with time for planning and collaboration.

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

Assessment and Accountability Benchmark 1: Implement coherent assessment and accountability systems that cover a broad range of formal and informal assessment practices that are consistent and coherent. Indicator: 1. Student data (e.g., academics, behavioral, attendance, student interests) are used by school staff to inform decisions about courses of study for each student by building on students' strengths and improving students' capacity for future success. Indicator: 2. Multiple points of data (e.g., assessment results, individual learning plans, course performance) are used to address individual student academic and behavioral strengths and needs. Stakeholder Engagement Benchmark 2: Involve school and community stakeholders to leverage their interests, skills and resources for - and create a sense of ownership of - school improvement strategies and initiatives. Indicator: Stakeholders within the surrounding community (e.g., families, community organizations, social service providers, businesses) are identified and recruited to develop and support school improvement strategies. Indicator 1: Partnerships with stakeholders are fostered to enhance teaching and learning opportunities. Indicator 2: Relationships with families are developed opportunities (e.g., family career program, career fairs) to enhance teaching and learning. Sustainability Benchmark 3: Identify and commit adequate resources for supporting continuous improvement strategies and initiatives. Indicator 1: Staff members are recruited and trained to support school improvement strategies and initiatives. Quantifiable measures of the grant outcomes will include: 12th grade drop out rate; high school graduation rates; Percent of post-secondary graduates finding employment in their field; , student/teacher ratio; achievement test scores, high school graduates needing remediation, attendance, school climate, state assessment scores, Truancy, Suspensions, and parent & family engagement surveys.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

Curriculum & Instruction Benchmark 1: - Rigorous curriculum and instructional practices will insure that Instructional Innovations are in place. Indicator 1 . Blended learning will incorporate both face-to-face and online learning opportunities to accommodate students' diverse learning styles and to enable them to work before or after school in ways that are not possible with full-time classroom instruction. This will be measured by the way teachers have applied professional development in developing instructional practices to support the online learning instructional strategies; the processes the teacher utilizes in supporting the student to participate in the online learning; and the student assessment results from the on-line learning experience. Indicator 2. On-line courses will accommodate opportunities for students to accomplish credit recovery, provide summer school options; dual enrollment; advanced placement and honors options. This will be measured by the number of students participating in each of the on-line categories. It will also allow the districts to measure the number of students who are presently taking online courses elsewhere and perhaps offer students opportunities to take courses at his/her home schools. Indicator 3. Technology increases independence & personal productivity. This can be measured by the way students organize thoughts & connect with other students, communicate with teachers to get personal assistance and clarification about class instruction; utilize the computer as a tool for research. Quantifiable measures of the grant outcomes will include: 12th grade drop out rate; high school graduation rates; Percent of post-secondary graduates finding employment in their field; , student/teacher ratio; achievement test scores, high school graduates needing remediation, attendance, school climate, state assessment scores, Truancy, Suspensions, and parent & family engagement surveys.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

Every school has its own unique teachers, students, culture, history, and setting. To uniquely be able to replicate the project to fit exactly to the needs of a district would not be realistic. Therefore, districts could modify to their individual needs. The process for writing this grant has made our administrative team truly dig deeper into processing and creating a possible plan for implementation. Determining and setting specific and defined goals for the project took time, reflection, and sometimes debate. Creating the foundational framework to get a vision was imperative. Research, time and planning proved essential and supportive through the writing process. New lessons were learned on how to create and support the initiative. Lessons learned throughout the grant writing process indicated that discussions aren't reality until the discussions, data research, programs researched, and processes to create a program are placed on paper and evaluated, digested, re-evaluated and refined. The process for writing this grant has made our administrative team truly dig deeper into processing and creating a plan for implementation. Although our foundational plan was set, footwork to create collaborations, support and partnerships with community,

businesses, and families proved critical. Our consortium's administrative teams and educators have been actively engaged in community services & programs and have opened the school districts' doors to welcome our stakeholders. This has been an ongoing process. This collaboration creates the opportunity to "try new things". As a result the support received from the community and businesses has been overwhelming. Local Businesses are contributing funds to Transformation network to train individuals in the 21st century skills so that there is a pool to select future employees. Our students will be receiving free services as a result and a saving to our school districts. Lessons learned - "you need to seek before you can find". An outline of the project: 1. Lay the Groundwork: Research best practices and collect data; determine goals and foundational framework. 2. Assemble a team - a representative group of stakeholders Consortia members & Partners who will work together to guide the project; Identify job roles. 3. Design and build the project. 4. Create a detailed implementation process with benchmark dates. 5. Create formative assessments that will be quarterly guiding posts throughout the project. Lessons learned include: 1. The consortium and partnership of supporters is not nearly as important as its shared agenda around college and career readiness for all students, clear and consistent voice, diversity of members and ability to reach and win over individuals at local and state levels. 2. It is essential that teachers, administrators, local school boards parents, students, and community do not view the reform as something being done to them but rather for them and with them. 3. Poor implementation, either because resources weren't allocated or because thoughtful plans weren't laid, is the surest way to kill major reform effort. 4. The more policies fit together in a coherent fashion - the easier it is to communicate policy changes with students, parents and the public, and the more durable.

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).

Douglas Marrah, Ed.D., Superintendent of Ashland City Schools

Consortium

Ashland City (043505) - Ashland 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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Rodney	Hopton	419-945-2188	mapl_rhopton@tccsa.net	Mapleton Local	045831	635 County Road 801, Ashland, OH, 44805-9571	
Douglas	Marras	419-289-1117	domarras@ashlandcityschools.org	Ashland City	043505	PO Box 160, Ashland, OH, 44805-0160	

Partnerships

Ashland City (043505) - Ashland County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Scott	Conery	419-651-8387	scconery@conerymfg.com	Hedstrom Ball, Bounce & Sport		1380 Enterprise Parkway, , Ashland, Ohio , 44805	
Carre	Stewart	419-651-8387	cstewart@conerymfg.com	Hedstrom Ball, Bounce & Sport		1380 Enterprise Parkway, , Ashland, Ohio , 44805	
Dan	Phillip	419-207-1188	dan@transformationnetwork.org	Transformation Network		1310 Claremont Avenue, , Ashland, Ohio , 44805	

Implementation Team

Ashland City (043505) - Ashland 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
Melinda	Elliott	Financial Analyst	Melinda Elliott will manage the Straight A Grant funds.		She has experience in keeping track of all Federal and State grants and does appropriations in the school district.	
Gina	Deppert	Treasurer	Gina Deppert will provide support for tracking and processing the Straight agrant funds.	Gina Deppert has worked for Ashland City School District as treasurer for 5 years	Gina Deppert demonstrated clean audits each year for 5 years and oversees all financial audit compliances and school law and finance	
Beth	Poremba	Director of Pupil Services	Beth will support and assist students to achieve the 21st century skills and standards.	For the past 2 years, Beth has worked for the district as a School Psychologist and Director of Pupil Services.	She also served as a School Psychologist in districts prior to coming to ACSD.	
Kaye	Pomesky	Educational/Curriculum Consultant	Kaye will continue to write and develop programs to support student learning through grant directives and support/train the professional development processes that will be put into place to improve student learning.	She worked for ACSD for 3 years. Kaye has been instrumental in supporting and developing curriculum initiatives, and implementing Ohio's New Learning Standards. She has coordinated all assessments, including the piloting of the Next Generation of Assessments in the district. She has facilitated teachers' professional development to ehance student learning opportunities.	Thirty years of prior experiences include: Curriculum Director, grant writer, developing curriculum programs, Building Principal, Title 1 Coordinator, Data Analysis and Assessment Coordinator, and Preschool Director	
Matthew	White	Middle School Assistant Principal	Matt will support student learning and professional development process that will be put into place.	Matt has been an Assistant Principal for 11 years and will be the Middle School Principal in 2014-2015 year.	Matt oversees the IEP and ETR processes at the Middle School. He coordinates Ohio's Integrated System Model for Positive Behavior and OLWEUS. He also chairs the SLO committee and is a member of the districts LPDC committee.	
Rodney	Hopton	Superintendent of Mapleton Local School District	Mr. Hopton will support student learning and professional development processes that will be put into place. He will also serve as the lead contact for the Mapleton Local School District.	He has served and Superintendent of Schools at Mapleton for the past 2 years, and has been an administrator for the past 17 years. Additionally, he has serve in the capacity of an Assistant Middle School and High	His experiences as an administrator include: Director of Pupil Services, coordinator and implementation of OLWEUS, trained in OISM, facilitated the curriculum mapping of Mapleton Schools in 2013-2014, and fully implemented eTPES in 2013-2014.	

				School Principal.		
Allen	Wilson	Superintendent of Ashland County Community Academy	Allen will serve as the lead contact for Ashland County Community Academy (ACCA). He will also support student learning and professional development processes that will be put into place.	In addition to being the current ACCA Superintendent, he has worked for Tri-County Educational Service Center as a Consultant and Director of Alternative Education for 10 years.	His former responsibilities include being a consultant to and providing support to area districts, as well as supporting at-risk students within the school environment. He has started 4 community schools, and created, planned, and implemented summer school in Wayne, Holmes, and Ashland counties. Allen also provided an integrated holistic wrap-around approach & services for at-risk students and families.	
Dan	Phillip	Founder & President of Transformation Network	Transformation Network's Tech Center will train High School students in a contextualized, project-based learning environment. It will involve electrical, mechanical, and manufacturing processes. This program is supported by businesses whose goal is to create a pool of talented people to support their work by hiring students as a staffing service for a 90-day period of time. Neither the school district nor the student will be charged for the training. This partnership will continue through the duration of the grant.	Transformation Network began its work 15 years ago. They provide a variety of services offered primarily to assist manufacturing employers with training to fill the widening skills gap in job placement, retention, staffing, packaging, assembly, CNC machining and training. These are just a few of the offerings provided.	Since its inception 15 years ago, companies throughout Ohio, Indiana, and Kentucky have utilized these programs. Expertise is demonstrated by preparing people for entry-level work in various fields.	
Josh	Packard	High School Counselor	Josh will support student learning and professional development processes that will be put into place. He will assist in the scheduling of classes and advise students in their planning goals. He will use the grant project to enhance the process of assisting students as they transition to colleges and careers.	Josh is the High School Counseling Department Chair and has been in the ACSD for 15 years. During that time, he has been a teacher and counselor. As a counselor, he has been instrumental in the on-going process of preparing ACSD students for college and career planning. His expertise in college and career planning with students will be utilized as they enroll in the grant project classes.	He is a member of Succeed Prosper Ashland Richland Crawford (SPARC) P-16 Council, a member of the Ohio Association of College Admissions Counselors, Dual Enrollment Coordinator, and ACT Testing Coordinator.	
Wendy	Packard	Middle School Guidance Counselor	Wendy will support student learning and professional development processes that will be put into place.	She has been a Guidance Counselor at the Middle School for 8 years.	Her experiences include: coordinating the state testing; coordinates social emotional/development processes and career lessons; works with the	

					building principals to create the master schedule; coordinates Title services with students; served on the building BLT and district DLT committees	
Linda	McKibben	Director of Curriculum	Linda will provide curriculum and training supports for implementation of new literacy curriculum and facilitate its alignment.	She has worked in the district for the past 24 years, as a teacher, Literacy Coach, Building Principal, and Director of Curriculum.	Linda has coordinated and facilitate the implementation of new curriculum initiatives and professional development. She also implemented the RtI process at the building level, and facilitated at the district level.	
Carre	Stewart	Business Liaison for Hedstrom - Ball, Bounce, & Sport	Carre will work as a liaison between Hedstrom and the consortium schools to provide support for students, students' families, and schools.	Public Relations consultant for Hedstrom - Ball, Bounce, & Sport	She has experience in public relations.	
Tom	Marquette	Ashland High School Principal	Tom will support student learning and professional development processes that will be put into place.	He has been a High School Principal for the past 4 years. Prior to that, he was Director of Alternative Education for 9 years, and Assistant Principal for 11 years. Tom holds a degree in Business Administration in Finance and Accounting.	He is responsible for the supervision and evaluation of teachers. In this capacity, he focuses on effective lesson design which promotes college and career readiness. He also leads focus groups to promote a school climate which support a safe and inviting learning environment for students.	
Scott	Conery	Owner of Hedstrom - Ball, Bounce, & Sport	Scott Conery is committed in supporting students as early as Middle School and through High School, to learn applied workplace skills in a real contextualized work setting. Student will have the opportunity to work collaboratively with others, and learn to practice and build on appropriate communication and technical skills in the setting of manufacturing and business operations.	Scott Conery is the financial inventory and owner of Hedstrom - Ball, Bounce, & Sport.	Mr. Conery has been involved in manufacturing in Ashland, Ohio, since 1979. His commitment to manufacturing in Ashland spans several decades.	
Douglas	Marrah	Superintendent	Douglas J. Marrah, Ed.D., Superintendent of Ashland City Schools District, will oversee the organization and implementation of the grant.	Dr. Marrah is the Superintendent of the largest district in Ashland County. He manages the district's 40 million dollar operating budget, and passed a 42 million dollar bond issue in November, 2013.	Dr. Marrah is in his 10th year as a Superintendent, having previously served in the Minerva School District.	
Dianne	Mittler	Coordinator of TDP	Dianne will assist and support students in various levels of the spectrum to achieve academically and will	She has been with the ACSD for 6 years. She serves as District Coordinator for each of the following: Gifted,	Dianne's past experiences include teacher and TDP Coordinator. Her wide range of experience is an asset when implementing district	

support the professional development process of the new student learning experiences that will be put into place.

Linkage, Value Added, and Advanced Placement. She also serves as the LPDC Co-Chairman.

initiatives.