

Budget

James A. Rhodes State College (064501) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (271)

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
<b>Instruction</b>		112,320.00	17,893.00	0.00	214,650.00	0.00	0.00	344,863.00
<b>Support Services</b>		70,000.00	24,500.00	123,577.00	5,800.00	0.00	0.00	223,877.00
<b>Governance/Admin</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Prof Development</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	136,000.00	0.00	136,000.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		182,320.00	42,393.00	123,577.00	220,450.00	136,000.00	0.00	704,740.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-704,740.00

Application

James A. Rhodes State College (064501) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (271)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Rhodes State College (RSC) I-STEM Academy

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

RSC will partner with Elida and Lima Senior high schools to launch an I-STEM Academy in grades 9-12. The goal is to increase high school retention, graduation, and matriculation to college, with special emphasis on minority (African-American, American Indian, Hispanic) and low-income students. The collaborative plan is designed to facilitate awarding a high school diploma and up to 62 hours of transferable college credit toward an Associate of Science or Applied Science degree. The Academy will include aligned, integrated-progressive high school/college curriculum taught by credentialed District or RSC faculty with a videoconferencing (VCON) option sharing credentialed faculty among school partners. Learning simulation will be combined with creative and project-driven opportunities to exhibit students' ability to create, evaluate, and analyze. A STEM-equipped classroom with VCON, computers, Chrome books, and online tutorial packaging will be established. Labs will be upgraded with STEM equipment, models, and learning tools. An Academic Success Coach (ASC) will be hired to incentivize students to high-level engagement in educational planning and relevant learning support (individualized tutoring, supplemental instruction). Annual STEM-Up summer enrichment programs will provide pre-entry preparation, job-shadowing, career exploration and workplace tours. A Parent Support Group (PSG) will assist with student recruitment/tutoring. An Industry Advisory Group (IAG) will be engaged to apply learning in out-of-class experiences, provide guest speakers, support STEM-Up workplace experiences, engage in Academy evaluation, and connect with other industry partners to increase resources for the Academy. A Coordinator (COORD) will manage all aspects of services/programs delivered by all partners and groups. The first year of the five-year plan will be for foundational development, followed by four years of implementation, assessment and improvement of Academy outcomes.

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.

500 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:

- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

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

First Name, last Name of contact for lead applicant  
Dr. Debra L. McCurdy

Organizational name of lead applicant  
James A. Rhodes State College

Address of lead applicant  
4240 Campus Drive, Lima, OH 45804

Phone Number of lead applicant  
419-995-8200

Email Address of lead applicant  
mccurdy.d@rhodesstate.edu

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

The Academy will improve student achievement by transforming the curriculum at Elida and Lima City high schools into a STEM-focused curriculum that provides college credit in the Core Disciplines (English, Mathematics, Social/Behavioral Science, Natural/Physical Science, Arts/Humanities, Communications). The curricular plan uses a progressive-integration model that provides essential foundational courses through standard high school credits which progressively are replaced with RSC's university-parallel courses approved for transfer by the Ohio Board of Regents' Ohio Transfer Module (OTM) or Transfer Assurance Guides (TAG) systems. Instruction will be delivered by credentialed high school faculty and/or RSC faculty; funding will pay for discipline specific graduate courses to help credential district faculty; stipends will be paid for curricular development.

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

An Academic Success Coach will assess each student's entry and ongoing level of preparation via ACT? College Readiness Assessment and ACT-COMPASS; assist in creating IEPs and engage students in tutorials, supplemental instruction, and college preparation skills embedded within the curricular schedule across grades 9-12. Curricular experiences will be enhanced via team building projects in grades 9-11 and a Capstone project in grade 12, designed for learning/exhibiting abilities to create, evaluate, and analyze. The Academy is focused on helping students in the academic mid-range, rather than to students already capable of taking college courses. College preparation strategies will include STEM-Up summer enrichments for pre-entry interventions based on grade 8 ACT-COMPASS assessment and to augment academic preparation for grades 9-11; workshops (Goal-setting, Study Skills, STEM Technology, Social/Behavioral Interaction, Career Planning); and individualized tutoring. The first year of the plan establishes a strong foundation for a sustainable I-STEM Academy. RSC and district faculty will develop the progressively-integrated curriculum. Faculty credentials will be identified or scholarships will be awarded to district faculty for graduate studies in the discipline to achieve required credentialing. The Coordinator will be hired to form the RSC support structures, Advisory Group and Parent Support Group, and begin marketing efforts. The Success Coach will be hired to develop parent tutorial training and work with guidance counselors to develop the IEP process. Equipment will be ordered for a STEM Classroom (videoconferencing, calculators, computers, Chrome books, online tutorials, learning simulation tools) and labs will be upgraded for STEM-related coursework. Academy students will be selected in grade 8 based on potential, motivation and interest. Eligibility requirements will be reviewed by a selection committee (Coordinator, HS Counselor(s), Success Coach, HS/RSC faculty). Freshman will be selected, assessed, and IEP's developed for 50 students (25 per school) beginning in Fall 2015. By Fall 2019, the Academy will be in full production with 200 students enrolled and on the pathway to a college degree. An Industry Advisory Group will provide opportunities for application of student learning in out-of-class experiences; guest speakers; support of STEM-Up workplace experiences, engagement in Academy evaluation, and connection with other industry partners to increase resources for the Academy. Parent Support Group volunteers, trained to assist with tutoring, will receive points for hours worked leading to RSC course scholarships based on points accrued. Scholarships can be used by the parent or an Academy graduate of their choosing. The Coordinator will manage services/programs delivered by the high schools, RSC and advisory groups.

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.)

The focus for student achievement in the I-STEM Academy will be retention, graduation, and college matriculation. Upon completion of high school, students will graduate with a high school diploma (Elida, Lima City), and up to 62 hours of college credit for an Associate of Science degree or an Associate of Applied Science degree. The partner high school districts, with populations of minority (Elida 21.5%, Lima City 58.4%), and economically disadvantaged (Elida 49.1%, Lima City 77.3%) students, will see an increase in overall retention, graduation, and college matriculation rates when compared to non-Academy students. Students will be taught by an increased number of college

credentialed faculty, with a videoconferencing option to share credentialed faculty available among educational partners. Students will receive intervention services as a regular part of their schedule. A higher number of students will complete high school with transfer level courses in the core disciplines which will lead to a higher completion of degrees in STEM or other academic majors. The STEM curricula focus will produce a greater number of students who will pursue a STEM related bachelor's or applied science associate degree leading to expected employment in higher wage/skills positions. With the Academy focused on the Core Disciplines and an early intervention strategy, the number of students requiring remedial assistance will be reduced. Through the use of ACT? College Readiness Assessment and COMPASS, Academy students will have their math, reading and other academic and career readiness skills, assessed in grade 8, prior to their grade 9 enrollment in the Academy, and again in grades 9-11) leading to prescribed interventions ensuring successful completion of transfer level coursework in the Core Disciplines.

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.)

RSC will hire an Academy Coordinator to develop and manage all aspects of support services/programs; form the Parent Support Group and Industry Advisory Group; and prepare the schedule for the RSC support services functions. A Success Coach will be hired to provide learning and career support in collaboration with the guidance counselors, parents, and RSC staff and faculty; as well as assist with assessments, IEPs, and programmatic interventions for Academy students. The support from RSC staff and college credentialed faculty will provide higher level academic preparedness, support services and time commitments toward successful completion of transferable general education courses leading to either an Associate of Science into a baccalaureate STEM pathway or an Associate of Applied Science leading to a 2-year STEM degree. A STEM-equipped classroom and labs will add to the new resource needs of the high school learning environment. Videoconferencing will provide the opportunity to share credentialed faculty across educational partners. The Industry Advisory Group will help to identify additional resources from community industries. The integrated-progressive curricular design, coupled with embedded supplemental instruction, support services, and programs, will add a great depth of resources for the Academy 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.)

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.

Not applicable

*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.

704,740.00 State the total project cost.

\* Provide a brief narrative explanation of the overall budget.

The College will use the grant award to cover the following items during FY15: \*Salaries and Wages (100) \$38,000 full-time Academy Coordinator; \$32,000 full-time Academy Success Coach and \$112,320 for four part-time adjunct instructors at a wage rate of \$27; \*Employee Retirement and Fringe Benefits (200) \$42,393 at a rate of 35% for full-time and 16% for part-time employees. \*Purchased Services (400) \$28,800 H. S. teacher graduate tuition for summer 2014 and spring 2015; \$8,000 H.S. & College Integrated Progressive Career Development; \$8,541 tutorial training development-online; \$15,000 professional consulting services; \$2,000 assessments for 50 students, COMPASS and Residual; \$4,037 STEM-up summer staff, 2 academic advisors; \$7,200 STEM-up summer staff, 2 administrators; \$40,000 equipment (lab) and software maintenance. \*Supplies (500) \$1,000 Industry Advisory Group food and materials, 10 meetings; \$1,200 Parent Support Group start-up food and materials, 6 meetings; \$1,200 STEM-up summer enrichment programs food and materials; \$2,400 duplication, office and misc. supplies; \$26,400 TI 84+ calculators for math and physics (220 calculators \*\$120); \$40,000 biology and A&P supplies; \$20,000 chemistry supplies; \$20,000 physics supplies; \$11,000 student textbooks in preparation for summer STEM-up; \$97,250 computer equipment (220 Chromebooks \* \$300) + (25 laptops \* \$1,250); \$10,000 computer software. \*Capital Outlay (600) \$10,000 Smart Boards (2\*\$5,000); \$126,000 video conferencing, outfitting one room at each school location to allow sharing a credentialed teacher among locations (3\*\$42,000)

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.

This project will have an annual recurring cost of \$237,099 after FY15 implementation for FY16 to FY20 on the Financial Impact Template. These costs include: \*Salaries and Wages (100) \$36,000 full-time Academy Coordinator; \$31,000 full-time Academy Success Coach and \$112,320 for four part-time adjunct instructors at a wage rate of \$27; \*Employee Retirement and Fringe Benefits (200) \$41,343 at a rate of 35% for full-time and 16% for part-time employees. \*Purchased Services (400) \$4,037 STEM-up summer staff, 2 academic advisors; \$7,200 STEM-up summer staff, 2 administrators; \$4,000 assessments for 100 students, COMPASS and Residual ACT materials. \*Supplies (500) \$1,200 STEM-up summer enrichment programs food and supplies.

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.

162,000.00 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

Videoconferencing is expected to save the cost of an instructor who may teach a small class of students and enable that same instructor to teach a full class of 25 by drawing students from both schools to be taught by the same instructor. Elida High School has identified teacher savings of \$50,000 wages plus \$15,000 benefits after establishment of the I-STEM Academy and an additional \$42,500 in technology-related cost savings with purchase of Chromebooks for 100 students\*\$300 plus 10 laptops\*\$1,250 for coursework. Lima Senior High School has identified \$54,500 in technology-related cost savings with purchase of Chromebooks for 100 students\*\$300, 10 laptops\*\$1,250 for coursework and 100 TI 84+ math and physics calculators.

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.

Sustainability of the I-STEM Academy will be designed around ongoing collaboration between educational, family and community partners. The program will facilitate awarding both a high school diploma and up to 62 hours of transferable college credit toward an Associate of Science or Applied Science degree. The I-STEM Academy promotes student achievement on a cost efficient basis. It is anticipated that the I-STEM Academy will be self-sustaining by the end of the fourth year of coursework for the first classes.

#### 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 1/1/14 - 8/30/15

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

January-April 2014: Phase 1: RSC planning meetings Phase 2: Researched best practice models, area high schools and community demographic and descriptive data Phase 3: Identification/engagement/partnership development for IAG. Modeling for an incentivized PSG Phase 4: Provided high schools with executive summary/goals of I-STEM Grant; meetings and phone calls to discuss proposal; curricular schedule sequence draft prepared June 2014- August 2015: Phase 5: Refine Curriculum aligning Ohio graduation standards with RSC curriculum; alignment of scheduling sequence for college courses with high school bell schedules. high school faculty credentialing and graduate study opportunities Phase 6: COORD/ASC job descriptions developed, positions posted, hired, and trained; design of structures and programs; COORD collaborates with RSC service providers/faculty, the district, IAG and PSG integrating services and programming elements into curricular structure. ASC develops assessments, pre-entry STEM-Up summer enrichment components, workshops; ASC and guidance counselors develop IEPs Phase 7: Student Support Services discussed with the COORD, ASC, RSC staff and IAG. Eligibility requirements/selection criteria decided, including underserved populations (emphasis on minority, low-income, first-generation), academic potential, interest, and motivation Phase 8: Detailed timeline created by the COORD in collaboration with RSC and high school faculty, ASC, Principals/Superintendents, IAG and PSG; timeline distributed to partners; timeline used to monitor progress, avoid delays and ensure calendar alignment of constituents; equipment/lab supplies ordered Phase 9: COORD works with the PSG, RSC and school administrators to promote and recruit grade 8 students to I-STEM Academy Phase 10: Grade 8 students assessed/selected/enrolled for Academy and STEM-Up Summer enrichment; IEPs and interventions identified for educational plans Phase 11: Enrollment

\* Anticipated barriers to successful completion of the planning phase

Barriers-Enrollment of High School Faculty in discipline specific graduate work in 2014.

18. Implementation - Process to achieve project goals

\* Date Range 7/1/2014 - 3/30/15

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

RSC will identify the high school faculty who are or can be credentialed. Lacking high school faculty, RSC faculty will be identified. Instructional plan, tools, curriculum and professional development will be established for Academy instructors. Promotional communication to students and parents will be coordinated with the middle schools for presentations to 7-8 grade staff, parents and students. Constituent communications include emails, letters, pamphlets, social media and 2 informational meetings (July-August 2014) An Academy team

(Elida/Lima Senior staff, RSC staff, including Coordinator and Success Coach, Parent Support and Industry Advisory partners) will be formed and meet twice to determine selection criteria for Fall 2015 Academy students (October 2014). A mandatory parent informational meeting for students applying will be conducted and teacher recommendations collected for Academy applicants. Families will receive and complete Application/Registration Worksheets and all I-Stem Academy forms (personal information, release of records). Coordinator and Success Coach will oversee applicant activities, including assessments (January-February 2015). Academy enrollment will be confirmed. Mandatory student/parent orientation for Academy freshman will be facilitated and includes external industry involvement for experiential learning demonstration. Coordinator/Success Coach engage students in the preparation of individual IEP and support structures (tutoring, summer enrichment programs, workshops, online learning tools, test taking preparation tools, additional learning enhancements). Academic plans using the progressive-integration model will be put in place for each student. Final phases of curriculum refinement will be imbedded into Academy's academic structure (March 2015). Milestones: Academy Team meetings will be held twice a year for budget planning, curriculum refinement, STEM-up, learning intervention enhancements, and to monitor the Acad

\* Anticipated barriers to successful completion of the implementation phase.

Milestones: Academy Team meetings will be held twice a year for budget planning, curriculum refinement, STEM-up, learning intervention enhancements, and to monitor the Academy project outcomes.

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

\* Date Range 7/1/2015 - 6/30/2020

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

Various datasets will be used to assess student progress and to engineer early interventions on a case-specific basis. The COMPASS exam, administered each year, will establish and monitor student progress in key areas of performance enabling quantitative benchmarks and interim measures. Baseline competencies will be created and used to effectively evaluate individual progress on individualized education plans. Early exposure to the first year experience course will enable students to develop a toolbox to facilitate success and will be supplemented by the tutoring and training provided by Academy staff. Success in subsequent courses will provide measured milestones to completion of at least 30 semester hours of college work. Students will complete all mandated district tests and will be funded to take the ACT College Readiness Assessment and ACT-COMPASS in grades 8-11 to allow additional tracking of student progress and readiness. Completion of a STEM degree (Associate of Science or Applied Science) or matriculation into college to complete said degree will be monitored. Finally, the cost, savings, and/or additional resources directed to the Academy will be reviewed for sustainability.

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

Potential barriers to successful completions of the summative evaluation may include project staff turnover, shifting priorities over time, and the willingness of students to consistently participate over time.

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:

Implementation of the Academy will result in more earned college credits for high school students at participating schools. By providing pathways, up to 62 college credits, and an Associate of Science or Applied Science degree, the Academy will significantly reduce student time to degree if they pursue a baccalaureate degree while assuring they enter the receiving college with one or more years of college credit and no educational debt. Support for credential attainment for dual enrollment faculty will enhance the quality of instruction throughout their teaching load and may obviate the need for the high school to offer costly separate Advanced Placement sections. This partnership also creates a culture of college readiness at participating schools where teachers, administrators, students, and families clearly see a focus on higher education. College/high school collaboration will engage student learners by offering multiple pathways for advanced degree attainment.

## **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:

The American Association of Community Colleges, Carnegie Corporation of New York, National Governors Association (NGA), Bill & Melinda Gates Foundation, Lumina Foundation for Education, American Council on Education, Complete College America, Hispanic Association of Colleges and Universities, Institute for Higher Education Policy (IHEP), and Jobs for the Future, have engaged states in policy actions,

research and initiatives to increase completion in postsecondary education and close the attainment gap for traditionally underrepresented students. A strong correlation exists between Dual Enrollment (DE) programs and academic achievement in post-secondary success (Community College Research Center, 2013; US Department of Education, 2007). The Early College High School (ECHS) model is among DE best practices. A national study focused on the impact of ECHS (AIR, 2013) found that compared to similar students, ECHS students were significantly more likely to enroll in college (80.7% vs. 70.7 %); enroll in a 4-year college (53.3% vs. 46.3%); earn a college degree (25% vs. 5%); and showed the highest impact demonstrated for minority and low income students. In New York and North Carolina ECHS districts, students enroll in and complete up to 1 year of college credits, are better prepared and more likely to go on to college than similar students. Ohio's ECHS also show substantial results (96% graduation rates, 79% earn at least one year of college credit, 95% continue college enrollment, 87.5% pursue baccalaureate degrees). The Academy mirrors ECHS through progressively-integrated curriculum, embedded college readiness support and external involvement. Opportunities for high school students to achieve college credit have been increasingly successful at RSC through Project Lead the Way (PLTW) and Post-Secondary/Dual Enrollment (PSEO/DE). PLTW courses, in place since 2005, lead students toward an Applied Science degree. In 2013, 70 students (4.7 credit hour average) had a 94.5% success rate. PSEO/DE, primarily focused on transfer credits, enrolls 1,070 students; 855 taught by credentialed high school faculty at 26 home high schools—a growing interest of parents and high schools. In 2013, 92.4% of RSC's PSEO/DE students completed courses, but, historically underserved students were minimally enrolled. The Academy will facilitate the high-school-to-college transition for a broader range of students than PSEO/DE by preparing more academically mid-range students for college. RSC's experience with establishing a multi-college consortium utilizing instructional technologies such as video-conferencing will foster a sound pedagogical design and enhanced efficiencies. The Academy will support Ohio's focus for both saving money and time to graduation as well as support its Completion Agenda. Grant funds would support the Academy start-up implementation costs as documented in the first-year budget. The Academy COORD, ASC, PSG and Industry Advisory will provide Academy students with additional learning and career support. The support from RSC staff and college credentialed faculty will provide individualized support interventions and higher level academic preparedness, toward successful completion of transferable college courses leading to an Associate of Science into a baccalaureate STEM pathway or an Associate of Applied Science leading to a 2-year STEM degree. A STEM-equipped classroom and labs will add to the new and replacement resource needs in the high school learning environment. The IAG will help to identify additional resources from community industries. In all, the integrated-progressive curricular design, coupled with embedded supplemental instruction, support services and programs, will add great depth of resources for the Academy students.

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.

The Academy team (led by Becky Burrell, Vice President for Institutional Effectiveness (Burrell.b@rhodesstate.edu, 419-995-8331) will use formative and summative evaluation to determine the impact of the STEM Academy. Annual formative assessment results will be reported with a final evaluation at the end of the grant period. Both process and products will be assessed to identify potential improvements throughout the Academy implementation and delivery. Iterative assessment (ACT College Readiness Assessment and ACT-COMPASS) in grades 8-11 will assess participants' preparedness, especially in math and reading skills. Achievement of goals (Question 9) will be monitored via an increase in high school retention, graduation and college matriculation for Academy students and subpopulations vs. the high school rate and rate of the designated sub-populations. Formative assessment measures will be used to determine the effectiveness of implementation strategies - credentialing district faculty; creating STEM facilities and resources; personnel (COORD, ASC); and integration of industry and parents in the process. Long-term outcomes require review of trending summative outcomes. Graduation rates and college matriculation rates for Academy students will be monitored for 5 years to determine the impact when compared to non-Academy students.

\* 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 COORD compiles and analyzes data. Documentation of the analysis of data collected occurs within the Academy file in the electronic assessment/planning application (e-SIEPS). e-SIEPS permits determination of standards and measures for identified assessments and provides a means to record the analysis of the data and improvement actions based upon that analysis. Using this existing application provides a sustainable practice that is merged into existing workflows at the College thus increasing the likelihood of survivability of the initiative after the grant period.

\* 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.

A corrective action plan will be developed and implemented by the Project Team.

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.

Ohio ranks 38th for bachelor's degree attainment. Nationally, only 26.5% of students entering community colleges actually complete a degree; in Ohio 23.5 %. The impact of the I-STEM Academy has great promise in supporting the achievement of those students within the partnering high schools. The Academy expands beyond the PSEO/DE model to include students underserved and in need of more support and direction into STEM career pathways. Through the collaborative efforts, high school and college faculty can establish a curricular focus that meets the state high school and college readiness standards; high schools can begin to encourage discipline specific graduate work to support individuals credentialed to teach integrated course contents that transfers to 4-year institutions. The Academy supports Ohio's completion agenda and may change the way high schools and colleges develop curriculum. This model will align learning outcomes, embed student learning support structures into the curricular schedule, engage our communities, and create pathways of educational success for

students traditionally underrepresented on college and university campuses.

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**

Rates of Academy year-to-year retention, high school graduation, and college matriculation will exceed comparable rates of non-Academy students in the respective schools. Rates of Academy vs. non-Academy students graduating with 30 or more transferable college credit hours will be measured, as well. A baseline for the rate of participation in supplemental instruction and student support activities will be established. Yearly improved or sustained numbers of participants in these activities will be achieved. Academy students will achieve a higher level of college readiness than non-Academy students will. RSC will hire an Academy Coordinator to manage the programs and form the Parent Support Group, Industry Advisory, and RSC support services functions. A Success Coach will be hired to provide learning and career support in collaboration with the guidance counselors, parents, and RSC staff and faculty; as well as assisting with assessments, IEPs, and programmatic interventions for Academy students. The support from RSC staff and college credentialed faculty will provide higher level academic preparedness, support service and time commitments toward successful completion of transferable general education courses leading to either an Associate of Science into a baccalaureate STEM pathway or an Associate of Applied Science leading to a 2-year STEM degree. STEM-equipped classrooms and labs will add to the new and replacement resource needs of the high school learning environment. The Industry Advisory Group will help to identify additional resources from community industries. The integrated-progressive curricular design, coupled with embedded supplemental instruction, support services and programs, will add a great depth of resources for the Academy students.

**\* Spending Reduction in the five-year fiscal forecast**

**\* Utilization of a greater share of resources in the classroom**

RSC will hire an Academy Coordinator to develop and manage all aspects of support services/programs; form the Parent Support Group and Industry Advisory Group; and prepare the schedule for the RSC support services functions. A Success Coach will be hired to provide learning and career support in collaboration with the guidance counselors, parents, and RSC staff and faculty; as well as assist with assessments, IEPs, and programmatic interventions for Academy students. The support from RSC staff and college credentialed faculty will provide higher level academic preparedness, support services and time commitments toward successful completion of transferable general education courses leading to either an Associate of Science into a baccalaureate STEM pathway or an Associate of Applied Science leading to a 2-year STEM degree. A STEM-equipped classroom and labs will add to the new resource needs of the high school learning environment. Videoconferencing will provide the opportunity to share credentialed faculty across educational partners. The Industry Advisory Group will help to identify additional resources from community industries. The integrated-progressive curricular design, coupled with embedded supplemental instruction, support services, and programs, will add a great depth of resources for the Academy students.

**\* 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**

The Academy can be expanded and replicated within other schools in the same way that other ECHS models have been replicated. RSC will document: the curricular alignment and integration of 62 hours of transferable college credit content into a delivery schedule; the assessment and intervention strategies that serve the academic, social and behavioral needs of students; the engagement and work of the external advisory structures; and the common elements of the high school Academy experiences, as well as variations needed to fit the district requirements. As a result of integrating each college and high school course into a single semester-long course, detailed learning outcomes and daily course activities for each dual enrollment course will be created and kept within an electronic shell. The shell will be used to maintain consistency in term to term course instruction. These electronic curricular shells will be created and maintained as open access modules which other educators involved in similar educational partnerships can freely access and model. Thus this academy initiative will produce a sustainable educational product transferrable throughout K-12 and higher education. In addition, because the OBOR Two Year Operating Manual defines a common state-wide template for the general AA and AS degrees, this initiative can be readily replicated throughout the state.

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. Dr. Debra L. McCurdy, President, Rhodes State College, 4/18/2014

Consortium

James A. Rhodes State College (064501) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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**Consortium Contacts**

No consortium contacts added yet. Please add a new consortium contact using the form below.

## Partnerships

James A. Rhodes State College (064501) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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## Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Richard	Woodfield	419-995-8222	woodfield.r@rhodesstate.edu	James A. Rhodes State College	064501	4240 Campus Dr, Lima, OH, 45804-3576	
Tony	Cox	419-331-4155	tcox@elida.k12.oh.us	Elida Local	045773	4380 Sunnysdale St, Elida, OH, 45807-9593	
Jill	Ackerman	419-996-3400	JAckerman@limacityschools.org	Lima City	044222	755 Saint Johns Ave, Lima, OH, 45804-1552	
Doug	Durliat	419-995-8353	durliat.d@rhodesstate.edu	West Central Ohio Manufacturers Consortium		4240 Campus Dr., , Lima, OH, 45804	
Grace	Allen	419-226-5525	allen.gp@pg.com	Proctor and Gamble		3875 Reservoir Rd., , Lima, OH, 45801	
Mike	Springer	419-226-2463	michael.springer@huskyenergy.com	Husky Lima Refinery		1150 South Metcalf St., , Lima, OH, 45804	
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Shelly	Snider	419-996-7800	ssnider@metokote.com	Metokote		1340 Neubrecht Rd., , Lima, OH, 45801	
Peter	Falk	419-629-2200	pete.falk@crown.com	Crown Equipment		44 South Washington St., , New Bremen, OH, 45869	
Jennifer	Niese	419-879-8982	jennifer.niese@potashcorp.com	Potash Corporation		1900 Fort Amanda Rd., , Lima, OH, 45804	
Charles	Gasperetti	419-998-8720	CGasperetti@ispcorp.com	Ashland Specialty Products of Lima		1220 South Metcalf St., , Lima, OH, 45804	
Ron	Gasior	419-739-3224	ron.gasior@ametek.com	Ametek Westchester Plastics		14097 Cemetery Rd., , Wapakoneta, OH, 45895	

Implementation Team

James A. Rhodes State College (064501) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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**Implementation Team**

<b>First Name</b>	<b>Last Name</b>	<b>Title</b>	<b>Responsibilities</b>	<b>Qualifications</b>	<b>Prior Relevant Experience</b>	<b>Delete Contact</b>
Will	Wells	Dean of Arts & Sciences	Planning, collaboration, implementation, staff supervision, oversight	The Arts & Sciences Division currently provides and supports the majority of dual enrollment offerings provided by Rhodes State College, so between Wells and the discipline chairs, there is substantial expertise in successfully guiding and supporting dual enrollment initiatives.	Will Wells (Dean of Arts & Sciences) has served in this position for 22 years and as an educator at Rhodes State College for 33 years. Wells directs the academic division that will provide and oversee the proposed coursework for the I-STEM Academy.	
Richard	Woodfield	Interim Vice President of Academic Affairs	Planning, collaboration, implementation, staff supervision, oversight,	Dr. Richard Woodfield serves as the Interim Vice President for Academic Affairs at Rhodes State College in Lima, Ohio. Dr. Woodfield began his tenure at Rhodes State in 1992 as the Chair of the Respiratory Care Program and subsequently served as the Dean of Allied Health and the Associate Vice President for Academic Affairs.	Dr. Woodfield's experiences include his role as Project Director on a \$1.9 million U.S. Department of Labor grant to share academic programs between public and private colleges and universities that resulted in increased access to healthcare practitioner education in 25 mostly rural counties in Northwest Ohio.	
Cynthia	Spiers	Vice President for Student Affairs	Planning, collaboration, implementation, staff supervision, oversight,	Dr. Cynthia E. Spiers has over 25 years of experience in higher education and currently serves as the Vice President for Student Affairs at Rhodes State College. Dr. Spiers has administrative oversight for the functional areas of Admissions, Advising, Community Outreach, Financial Aid, Post-secondary/Dual Enrollment, Placement, Records and Registration; she provides leadership for the Student Code of Conduct and Student Behavioral Intervention Team.	In her former positions at Rhodes State, Dr. Spiers has served as Director of Admissions, Dean of Enrollment Management, Dean of Students, and Dean of Student Development Education, during which she managed the First-Year Experience Course. Positions held at other institutions include: Associate Vice Provost for Student Affairs at Owens Community College and faculty member at Bowling Green State University.	
Ann	Selhorst	Restricted Fund Accountant	Budgeting, account administration, project accounting, oversight	Ann Selhorst has served at Rhodes State College for the past two years, monitoring federal and state grant accounting and compliance.	Ms. Selhorst has a BSBA in Accounting and an MBA in Finance and has worked in various accounting and finance positions for two large, publicly traded companies during her career. Ms. Selhorst maintains a practicing status as a CPA in the State of Ohio.	