

Budget

Mansfield Elective Academy (000396) - Richland County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (149)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	358,750.00	24,000.00	100,000.00	0.00	482,750.00
Support Services		0.00	0.00	502,250.00	0.00	0.00	0.00	502,250.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
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	15,000.00	0.00	15,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	861,000.00	24,000.00	115,000.00	0.00	1,000,000.00
Adjusted Allocation								0.00
Remaining								-1,000,000.00

Application

Mansfield Elective Academy (000396) - Richland County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (149)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
MEA Publishing Services

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

Mansfield Elective Academy (MEA) will establish its own in-house publishing company to provide ongoing services to itself and the community at large, thereby, enriching the english language art experience, enhancing reading and utilizing real life mathematics application skills for K-12 students. This project will be self-sustaining as well as innovative as students grades K-12 publish their own books, community newsprint, magazines, advertisements and other media.

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.

200 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 checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 |
| <input checked="" 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
Deborah Franklin

Organizational name of lead applicant
Mansfield Elective academy

Address of lead applicant
445 Bowman Street

Phone Number of lead applicant
567-247-4475

Email Address of lead applicant
franklin.deborah@mansfieldca.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

MEA students are scoring below proficient in math and reading. MEA has committed itself to driving staff initiatives to raise student academic levels by more than 33% in core content areas across the curriculum. The proposal targets students K-12th grade, data from the Mansfield Elective Academy k-9th grade students plus the surrounding Charter Schools 9th-12th grade shows that 100% of third grade students are proficient in Reading, 77% of 4th grade students are below proficient, 100% of 5th grade students are below proficient, 100% of 6th grade students are below proficient, 50% of 7th grade students are below proficient, and 44% of 8th grade students are below proficient in Reading. 9th-12th grade student population from charter schools that our student population would come from data states that 9-12th grade population has 51% of student's scoring below proficient on the Reading assessment. This data was collected from the decision frame work, Ohio graduation tests (OGT), Ohio Achievement assessments (OAA) and State/Local report Cards. Mansfield Elective Academy students K-12th grade that data from the Mansfield Elective Academy k-9th grade students plus the surrounding Charter Schools 9th-12th grade shows that 100% of third grade students are below proficient in Mathematics, 100% of 4th grade students are below proficient, 100% of 5th grade students are below proficient, 100% of 6th grade students are below proficient, 100% of 7th grade students are below proficient, and 84% of 8th grade students are below proficient in Mathematics. 9th-12th grade student population from charter schools that our student population would come from data states that 9-12th grade population has 51% of student's scoring below proficient on the Reading assessment. In addition, scores from the same assessment period show 43% of students are below proficient in mathematics. This data was collected from the decision frame work, Ohio graduation tests (OGT), Ohio Achievement assessment

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

MEA proposes an innovative answer to this problem by creating an in-house publishing company that can incorporate all grade levels in multimedia, multi-modal experiences to enhance, enrich and prepare students to succeed and achieve higher academic scores. This innovation will incorporate programs that will be operated by students with staff and partners facilitating by the end of year two and self-sustaining with community companies and members using our facility for their marketing, project and repair needs. Students interested in a business track, will be given performance based, hands-on, real world experience in: Marketing, Public Relations, and Management. Embedded in our School Improvement Plan are self-sustaining programs that will support themselves with community resources and generate their own finances, all while developing higher academic achievement in our students, fostering social-emotional growth, and career development opportunities. These will enable students to take ownership of their own behavior, character development and learning in a STEM school environment; thus, preparing our students for college, career, military and 21st Century job marketability.

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.)

Our areas of highest critical concern were determined by the Ohio Decision Framework. Our goals for student achievement on the State's assessments in reading/language arts, math, graduation and attendance for each grade reads: By 2016, all students K-12 will score proficient PARCC (K-8) or passing (OGT 10-12) in reading with an annual growth of 33% in 3rd grade, 26% in 4th grade, 33% in 5th grade, 33% in 6th grade, 26% in 7th grade, 19% in 8th grade and mathematics with annual growth of 33% in 3rd grade, 33% in 4th, 16% in 5th grade, 33% in 6th grade, 33% in 7th grade, and 29% in 8th grade. Our economically disadvantaged students in grades K-8 will show an overall academic growth of 33%. Likewise, our 9th-12th grade economically disadvantaged students will grow academically 33% by the end of the school year of 2016.

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.)

The project will become self-sustaining and generate funds rather than require additional money to keep the program operational. Specifically, material costs and costs for product production will decrease and we expect 100% student ownership of the project to reduce spending on staffing after year 2

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.)

Beginning in year one, we will hire all necessary staff to improve our students learning opportunities. We will increase our staff by adding approximately 10-12, K-12, highly qualified teaching staff in the areas of Core Content (Math, Science, Reading/Language Arts, Science (STEM Teacher), and Social Studies), as well as in the areas of Art, Music, Physical Education, Computer Science/Digital Design, Life Skills,

wrap-around student counseling services, Math and Reading Intervention Specialists, Special Education Intervention Specialists, Electronics Technician, Business Administration/Marketing Management facilitator and a Community Liaison. Also, during year one, we will purchase all necessary equipment to fully operate print/media production facilities. In addition, students will be given the opportunity to learn electronic repair beginning in year one. All programs will be eventually operated by students with staff facilitating by the end of year two and self-sustaining with community companies and members using our facility for their marketing and repair needs. Students interested in a business track, will be given hands-on, real world experience in Marketing, Public Relations, and Management. We will be self-sustained and able to purchase extra supplies to operate the already purchased equipment sustaining us through year four of the programs and year one of not being a SIG funded school. Embedded in our School Improvement Plan are self-sustaining programs that will support themselves with community resources and generating their own finances, all while developing higher academic achievement in our students, fostering social-emotional growth, and career development opportunities. These will enable students to take ownership of their own behavior, character development and learning in a STEM school environment; thus, preparing our students for college, career, military and 21st Century job marketability.

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.)

N/A

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.

1,000,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total cost of this project is \$1 million. Projected costs for the first year implementation process are as follows: \$4K software and licenses, with license renewals and updates at \$1,500 each year after \$118K initial investment in equipment with 2 year maintenance agreements:

press, printers, supplies, etc., with supplies being a recurring cost \$2K office materials: desks, chairs, tables, etc. \$15K remodel/construction costs, including labor and permits \$861K staff/staff benefits (10-12 new or recurrent staff) year one \$0 business plan and implementation by using the business development program at North Central State College for its business majors planning projects

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.

We anticipate by year five of the grant all staffing costs will be reduced to part time with no benefits and intern/practicum student stipends. This reduces our staffing cost from \$305,900 in year one to \$80,300 in year five. In addition, revenue from the MEA publishing services will reduce material costs and in-house maintenance of equipment as a separate educational program will sustain the costs of keeping the project equipment running.

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.

225,600.00 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

We anticipate by year five of the grant all staffing costs will be reduced to part time with no benefits and intern/practicum student stipends. This reduces our staffing cost from \$305,900 in year one to \$80,300 in year five. In addition, revenue from the MEA publishing services will reduce material costs and in-house maintenance of equipment as a separate educational program will sustain the costs of keeping the project equipment running.

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.

Most institutions of higher learning, colleges and universities, for example, have their own in-house print/publishing company that is part of the school. Our plan is to replicate that in a STEM school environment to give our students the chance to learn the overall facets of running a small business in regards to creative and non-creative writing practices, marketing, production, cost effectiveness, accounting practices, graphic design, publishing, and other areas; thus, providing not only academic educational enrichment but also marketable job skills upon graduation. The first print projects are the establishment of a community newspaper and the ability for classroom teachers and students to create books written and illustrated by students as projects from Kindergarten through 12th grade. The initial year will bear the cost of buying equipment and providing training to staff to create and implement classroom strategies and classes for this concept. It will also encompass short term service/maintenance agreements for purchased equipment and software. Year two will phase in self-maintenance of equipment through electronic repair classes, training students and staff on the internals of equipment and computer programming for software issues. Year two will also be the breakeven year wherein the program does not cost MEA nor create income for MEA. Year two will also hone in and key into marketing services to the community after the initial efforts of year one. Years 3-5 and beyond will utilize community connections via our community liaison and the marketing department of the print/publishing company to drive traffic and establish regular business to sustain the costs of equipment replacement, supplies and staffing (teachers and support staff). The marketing program will be instrumental in securing ad space from local businesses and services for promotional purposes in the community newspaper, which will be distributed

community wide.

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 July 1, 2014 - September 30, 2014

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

July: Hiring of staff; construction begins on project area; equipment purchases made; supplies and software purchases made; all permit and license agreements secured and in place. Partner agreements (colleges, partners, Air Guard, Blue Technologies, etc.) complete. Interns and partner staff identified for implementation support K-12 ELA and Math STEM curriculum maps and lesson plans complete. Staff collaboration on classroom inclusion of new resources across curriculum and grade levels K-12; staff collaboration on what the community newspaper will focus on and the size and frequency of the publication; staff collaboration on team leaders for newspaper, publication, marketing and bookkeeping projects August: Professional development of staff; training on equipment and software. Staff/student/parent/community surveys Student baseline assessments in ELA and Math September: Weekly TBT meetings to discuss and evaluate data from assessments and analyze new data from formative assessments by course or grade level for lesson plan adjustment; facilitate student managed portfolios; structure team of students/staff to organize and begin collecting information for the first edition of the community newspaper; structure team of students/staff to assist classroom teachers and students in the design, editing, and production of student/class books and publications; structure team of staff/students to begin community marketing campaigns following grassroots advertising, zero dollar advertising, social media, and budgeting for advertising; evaluation including course corrections of budget and project process

* Anticipated barriers to successful completion of the planning phase

Depending on the timing of the grant award: Timing for recruiting/hiring qualified staff could take longer than anticipated Scheduling for training on equipment and software has to occur after receipt of funds. Coordination of interns/practicum students or volunteers from local business and faith based organizations

18. Implementation - Process to achieve project goals

* Date Range July 1, 2014 - June 30, 2015

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

Quarter 1 July 1 - September 30 See planning activities for July-September in question 17. Quarter 2 October 1 - December 31 October: ? Grade level leader teams assembled to gather news from each grade level to report to the community newspaper staff ? community liaison networking to recruit local businesses to place a "spot" in the first issue of the paper October through June: ? continue weekly TBT and CSLT meetings to discuss data, analyze data and student use of data ? utilize FIP coordinator to work with classroom teachers in implementing and assessing formative assessment processes ? work on individual and classroom projects that involve the creation of fiction and non-fiction print November: ? first edition of the newspaper printed and distributed ? first publications prepared and in process for classrooms K-12 December: ? department/team meetings to evaluate success of first round of projects ? report from marketing and community liaison on participating local businesses ? staff/parent/student/community survey data post first edition newspaper and first round publication processes ? mid-year assessment ELA and Math across the curriculum K-12 to measure student growth connected to project implementation Quarter 3 January 1 - March 31 ? teacher evaluations; professional development plans developed for most serious deficits ? data analysis, progress monitoring and project revisions for year 2 implementation ? preparation for OGT's Quarter 4 April 1 - June 30 ? Final preparations for PARCC and administration of tests (PARCC, AIR, etc), evaluation of results, and planning for the next year begins ? data analysis, progress monitoring and project revisions

* Anticipated barriers to successful completion of the implementation phase.

None

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

* Date Range July 1, 2014 - June 30, 2015

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

MEA will use teacher evaluations and student assessments to gauge the impact of the project in the classroom, and on student academic achievement, in regards to the Common Core Standards. Pre-assessment data, followed by mid year and end of year assessment data, will mark the expected academic achievement increase in MEA students. By following prescribed business plan models for the project and careful analysis of budget expenses quarterly, MEA will monitor success of the business model and make any necessary adjustments to keep on track within budget allowances. Utilizing North Central State College's business track program (wherein students in that program develop budgets and business plan models to fit the community), MEA will be able to track the success of the project. Through staff/student/parent and community surveys, MEA will analyze the impact the project has made on the community at large.

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

We have learned to evaluate our programs by using valid data to assist in making adjustments and provide necessary interventions for students and staff. We intend to continue doing this with data attached to this project.

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:

We expect this project to completely change the instructional and organizational practices in regards to our school in most areas as we implement the drive towards creating a STEM school environment. Classroom instructors will have more options for enrichment through the creation of the publishing company to unleash student creativity and teach real world applications. MEA is committed to driving increased academic improvement and achievement through OIP processes, OTES, OPES, and programs such as the publishing company. Embedded in our School Improvement Plan are self-sustaining programs that will support themselves with community resources and generating their own finances, all while developing higher academic achievement in our students, fostering social-emotional growth, and career development opportunities. These will enable students to take ownership of their own behavior, character development and learning in a STEM school environment; thus, preparing our students for college, career, military and 21st Century job marketability.

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 rationale for the creation of this project comes from looking at institutions of higher learning and how having an on-site print/publishing company benefits not only the educational establishment, but also the staff/students and community where the institutions are located. These programs become a part of the community, which keeps the school at the forefront of community thought, and keeps the students/staff engaged in the creation of materials and/or participation in the facets of the business. Our business model will serve as a learning tool for the school students and a public service to the community. Revenues created by offering outside services will offset and/or sustain the running of our project to keep it viable for years to come and serve as a model for other districts in Ohio and nationwide.

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.

Internal evaluations of program objectives will be completed by Leslie Sowl sowl.leslie@mansfieldca.org, External will be Charles Chiow chiow.charles@mansfieldca.org

* 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).

MEA will use the state approved OIP 5-step process within the weekly Teacher Based Teams (TBT) and Bi-weekly Community School Leadership Team (CSLT) meetings to monitor short and long term objectives related to increasing ELA and Math proficiency in grades K-12. Students and staff will use portfolios with SMART goals to track the project's progress short and long term goals. These methods will assist us in evaluating whether the project plan is meeting project objectives. Utilizing North Central State College's business track program

(wherein students in that program develop budgets and business plan models to fit the community), MEA will also be able to track the business/financial success of the project. Through staff/student/parent and community surveys, MEA will analyze the impact the project has made on the community at large.

* 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.

Based on data presented in the TBT/CSLT meeting, modifications or changes will be made if measured progress is insufficient to meet project objectives.

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.

MEA is a community school and will achieve substantial value and lasting impact in several ways. First, to provide experiences and enrichment opportunities to staff and students to grow student academic achievements by substantial increments measured through assessments, evaluations and surveys; secondly, to contribute to the community via the distribution of a free community newspaper written by students and staff as an alternate source of community information. And finally, to establish a service within the community that provides quality, low-cost solutions for print needs while providing career and job skill marketability to its students.

24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

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

* Student Achievement

Student achievement: Our Five year goal is for : 100% of 3, 5, and 6th grade students are below proficient in Reading, We expect a 15% increase per year to achieve at least 75% proficient for 3, 5 and 6th grade students 77% of 4th grade students are below proficient in reading We expect a 11% increase per year to achieve at least 75% proficient for all 4th grade students 50% of 7th grade students are below proficient in reading We expect a 10% increase per year to achieve at least 75% proficient for all 7th grade students 44% of 8th grade students are below proficient in Reading. We expect an 8% increase per year to achieve at least 85% proficient for all 8th grade students 51% of 9-12th grade student's scoring below proficient on the Reading We expect a 7% increase per year to achieve at least 85% proficient for all 9th - 12th grade students 100% of 3 -7th grade students are below proficient in Math, We expect a 15% increase per year to achieve at least 75% proficient for 3 - 7th grade students 84% of 8th grade students are below proficient in Mathematics We expect a 12% increase per year to achieve at least 75% proficient for all 8th grade students 43% of 9-12th grade students are below proficient in mathematics We expect a 5% increase per year to achieve at least 90% proficient for all 9th - 12th grade students

* Spending Reduction in the five-year fiscal forecast

Costs for having handbooks, posters, brochures, flyers and other school material printed by outside sources will be eliminated. This will potentially reduce the five year forecast by \$10,000.00.

* Utilization of a greater share of resources in the classroom

Financial burden of approximately half of the new staff will shift to other programs by the beginning of year two. Staff will utilize class instruction time more effectively by incorporating math and reading through every subject while engaging in real world print and media applications. As students become more proficient, achieve higher academic scores, and take ownership of their own learning and character development and behavior, classroom teachers will have more of the class time they are already given to drive instruction due to: student engagement, less frequent disruptions, and real time application.

* Implementation of a shared services delivery model

N/A

* Other Anticipated Outcomes

The community will find the MEA publishing service to be an accessible, affordable, alternative resource for printing needs and project completion. The network used to support this project will be a foundation for new innovations.

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

Yes, this project will be able to replicated in other districts in Ohio. MEA will keep detailed records of the implementation process, the time and effort needed to implement the project, and any lessons learned while implementing this project so that future replication of the project

will be streamlined and more efficient. The process will be recorded, notations made, and have the ability to be shared through presentations and a detailed outline of the process. At every stage of the project implementation, assessments of staff/student development, impact, classroom initiatives, and academic growth will be recorded, as well as community response.

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 Deborah Franklin, Superintendent of the Mansfield elective academy agree, on behalf of this applicant, and any or all identified 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

Consortium

Mansfield Elective Academy (000396) - Richland County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Consortium Contacts

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

Partnerships

Mansfield Elective Academy (000396) - Richland 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
Sherri	Jones	419-524-2626	shr4jn@aol.com	City of Mansfield Department of Regional Community Advancement		445 Bowman Street, , Mansfield, Ohio, 44903	
Jeff	Pearce	567-241-5258	jffpearce78@gmail.com	Mansfield Enhancement Academy 21CCLC Program Coordinator		445 Bowman Street, , Mansfield, Ohio, 44903	
Charles	Chiov	419-525-0105	chiow.charles@mansfieldca.org	Interactive Media And Construction (IMAC)		445 Bowman Street, , Mansfield, Ohio, 44903	
Brenda	Phillips	4195242626	bphillips@mansfield.k12.oh.us	City of Mansfield Success Center		445 Bowman Street, , Mansfield, Ohio, 44903	

Implementation Team

Mansfield Elective Academy (000396) - Richland 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
Charles	Chiov	Building Trades Teacher	Oversee students making building modifications/remodeling, acquiring permits, creating materials lists, supporting equipment repair training.	Certified Building Trades Teacher,	30 years of construction experience, 3 years of furniture repair and finishing and 9 years as a certified building trades teacher. 20 years of equipment repair experience.	
Sherri	Jones	Director of DRCA	Provide in-kind building space for project and staff to support networking and marketing of the program.	Directs neighborhood community center	She has oversight of many projects requiring networking and marketing for the programs she oversees.	
Jeff	Pearce	21 CCLC Program Manager	Mentor and train students in media and marketing, reach out to local colleges and businesses to recruit intern/practicum students. Provide SWOT analysis for program and train students on how to complete them as well.	Microsoft Certification, NCSC Business marketing and graphic design background.	Five years of running his own personal graphic design business and college projects	
Brenda	Phillips	Success Center Manager	Outreach, marketing, recruitment and after school program support	20 years community outreach, communications degree.	Directed programs for the City of Mansfield, Mansfield City Schools, local church and has been noted for her ability to recruit supporters for grassroots initiatives. Well established in the community.	