

Budget

Zanesville Community School (009148) - Muskingum County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (243)

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	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	0.00	0.00	361,825.98	0.00	361,825.98
Governance/Admin		0.00	0.00	6,300.00	0.00	0.00	0.00	6,300.00
Prof Development		0.00	0.00	39,000.00	0.00	0.00	0.00	39,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	45,300.00	0.00	361,825.98	0.00	407,125.98
Adjusted Allocation								0.00
Remaining								-407,125.98

Application

Zanesville Community School (009148) - Muskingum County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (243)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Future Innovators

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

The Zanesville Community High School proposes to implement a Pathways to Prosperity Advanced Manufacturing and Health Careers Pathway featuring an MIT FabLab geographically located in a high poverty area as an oasis of hope and possibilities for a change in the economic future for our students and local community members. The goal is to inspire and encourage entrepreneurship and innovation by preparing a skilled workforce in manufacturing for our community. This proposal is formulated to demonstrate how to embed fabrication technologies in education while simultaneously forming an entrepreneurship center for economic development and job training in the community.

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

800 3. Total Students Impacted:

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

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

- | | |
|--------------------------------------------------|----------------------------------------|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input 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
Jeffrey D. Moore

Organizational name of lead applicant
Zanesville Community High School

Address of lead applicant
968 Pine Street Zanesville, OH 43701

Phone Number of lead applicant
(740) 588-5686

Email Address of lead applicant
jemoore@zanesville.k12.oh.us

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

Zanesville is a small urban city in Muskingum County which has an unskilled workforce as indicated by the U.S. Department of Commerce. The report indicates that Zanesville is lower than the state average in high school graduates, bachelor degrees, home ownership, and income. The city is higher in unemployment and poverty levels than other cities of its size and demographics. The economic development within our region has opened opportunities for growth and development in Health Care through biotechnical advancement, Advanced Manufacturing and Energy through the fracking process, but with an untrained and uneducated population, these industries recruit workers from other regions of Ohio and the country. Ours is an educational problem that produces economic outcomes that inhibit growth and development for our community. Our best opportunity to change the equation is with a skilled workforce that is innovative and trained in the areas of science, technology, engineering and math while efficiently and effectively delivering the job readiness that is so needed for our region's economic development.

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

The Future Innovators Project would initiate the change by producing an exceptionally agile and skilled workforce through a MIT FAB Lab for advanced manufacturing, energy, and health care. A MIT Fab Lab (fabrication laboratory) is a space equipped with advanced technology that gives the user (student or adult) the ability to conceptualize, design, develop, prototype and test almost anything. The lab was conceptually framed by the scientists at Massachusetts Institute of Technology and through this project, we would bring their affiliation to our community. The choice of the implementation strategy is formulated as a result of the advancements for regional economic development seen in the Central Ohio Pathways to Prosperity and Columbus 2020 Initiative, a first round Straight A Winner. The 13 school districts participating in the Pathways to Prosperity work have invited our participation and are encouraging the coordination of talent and expertise. The Future Innovators Fab Lab is equipped with distance communication tools to encourage collaboration among students at the Zanesville Community High School with students from across the world-wide network of MIT Fab Labs. The lab includes computer- controlled lasers, vinyl cutters, flexible circuit machines, milling machines to make molds, a larger milling machine that can cut larger components (like furniture) and programming tools for working with low-cost-high-speed micro controllers. The Future Innovators Fab Lab is positioned to maximize student impact across the area with an anticipated student impact target of 800 high school and adult students in three years. Extern ships (two week work experiences for teachers) will enable teachers to see industry demands. Credentials in action and job experience requirements will mirror what they will instruct. Extern ships will take place in the summer with new content development slated for implementation in the fall of each year. The Future Innovators FabLab will be open to participation from adults for workforce development with Mid-East Center for Adult Education, small business through partnerships with Zanesville Muskingum Chamber of Commerce and the Zanesville-Muskingum Port Authority who have sent strong support letters for the implementation of the Future Innovators. The after school hours will begin the fall after the initiation year increasing our workforce base for years to come.

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 Future Innovators Project and the resulting workforce development opportunities are an oasis of hope for a successful life by improving student achievement and industry expertise by: Improving alignment of high school curriculum to industry credentials which would be attained prior to graduation. This would be an incentive to complete high school, become employed or pursue post secondary education. The design plan includes both typical and atypical paths to completion of industry credentials while earning high school credits. Innovations in delivery matched with the engagement of industry professionals will positively impact the resilience and persistence necessary to complete graduation requirements and employability skills. Starting a work-based experience, encouraging participation in the Future Innovators Fab Lab with the ninth grade recovery students and continuing throughout high school through design challenges initiated by our industry partners and teachers. Confidence in innovation is key to motivation for persistence and resilience. Requiring performance mastery, closing gaps where necessary, and accelerating students when they are able. Competency demonstration outweighs time in this proposal. If a student is ready for more rigorous work, they should have it. If a student needs more time to demonstrate competency, they should also have it. Efficiency diminishes mental fatigue and promotes confidence. Incorporating CTE pathways seamlessly with a rigorous sequence of academic and technical coursework culminating in postsecondary degrees and/or industry-recognized credentials through Zane State. Concentrating efforts to raise students' college and career aspirations, readiness, and success by offering well-designed services and support, particularly for low-income, first-generation college experiences. Substantially reducing the need for college remediation by urging all students to complete a rigorous, curriculum. (See Appendix A, CTE example) When asked, Dr. Howard Green professor in the OSU Engineering Department indicated that one of the biggest deficits causing students to fail is the lack of understanding of mathematics. School report cards issued by ODE also show that mathematics and science to be our greatest challenge in Zanesville. The curriculum proposed

includes rigorous applications of mathematics and science through the Future Innovators Lab projects and integration of the concepts across all content courses. In the curriculum we: Formatively assessing for gaps in readiness and using predictive data to design more personalized plans for students. Establish competencies and mastery expectations so that we can assure industry, colleges and universities that the student is able to perform against Ohio Learner Standards and Benchmarks. Promoting early college experiences through dual credit options with Zane State College as soon as student demonstrates mastery of prior content and readiness. Target every student who graduates from the Advanced Manufacturing Pathway so that they will have a PMI Certificate, Solid Works Certificate, PLTW CTE completion. Collect evidence annually regarding credential attainment and job readiness. Promote those credentials most important to the advanced manufacturing industry partners as a component of the high school experience through digital signage, performance assessment and coursework opportunity. The premise for this project is the opportunity for collaboration with adults in the advanced manufacturing and biotechnical health industries. Communication through distance technology and design challenge opportunities for students to work together and allows the school to mirror the kind of opportunities for innovation that currently exist in industry and is absent for the Zanesville Community High School student without the Future Innovators Project. The Future Innovators Project includes formal mentorships, internship and work-based experiences.

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.)

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.)

The proposal's expenditures are all one-time expenses that are associated with start-up. The Future Innovators Fab Lab is intended to work in conjunction with existing course work or delivered by current teachers who have participated in specialized training without additional staffing. As an example, Zanesville Community High School will alter the science and math curriculum provided for high school credit currently offered to all students in 9-12 grades. The teachers once trained will include four PLTW courses in engineering and four PLTW courses in biotechnology. Students will be credentialed by passing the local end-of-course exam at mastery while also passing the national PLTW assessment for the beginning of the engineering CTE credential as well as industry certifications provided through our partnership with Zane State as determined by our economic growth markers. As a demonstration project, local business and industry, (especially small manufacturing businesses), will have access to the labs and our students as project assistants through design challenges. Material costs are relatively low for the implementation of course work and will be included in the cost to start up the project. Reclaimed or recycled materials are preferred. Because of the partnership with Mid East Adult Center for Education, business community and Zane State, we will together develop the instructional pathway to credentialing as a feeder to their programs. Because we can out source instruction to our partner, our costs to operate become more efficient and effective. Digitized course work and shared instruction cause both Zane State and our school to reduce the cost of instruction as collectively we need less staff to do the work. The everyday costs to operate and use the lab is no different that of any science and math classroom and as such should not impact the per pupil cost for instruction in any negative way. Distance learning and remote instruction across networks are a key component to the strategy and will result in more efficient use of instructional capacities for all partners involved.

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 total project cost of the project will be \$407,125.98. All of the expenses are a one time expense to set up the Future Innovators FAB LAB. The overall budget to setup the Future Innovators Fab Lab at Zanesville Community High School is outlined in Appendix A. The initial cost to set up the communications technology required to run this program \$27,659.45. This includes communications equipment such as internet routers, servers and computers. This equipment will be used for internal communications and distance technology. This expense will also include stipends for local technical support. The Fab Lab equipment that that will be required to create projects is budgeted at \$334,166.53. This is the majority of expenses required to kick start the program. The equipment includes 2 3-D printers, laser cutter, vinyl cutter, desktop mill, CNC lathe, CNC mill, sand blaster, 3-D scanner, MIT Network access and work stations. The next expense outlined is the cost of professional development and training. The total cost is for this is \$39,000. This includes PLTW (Projects Lead the Way) training and visitations to multiple MIT Fab Lab implementation sites. The final cost of the startup is \$6,300. This expense includes stipends for teachers and program coordinator in field placement for advanced manufacturing.

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.

407,125.98 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total project cost of the project will be \$407,125.98. All of the expenses are a one time expense to set up the Future Innovators FAB LAB. The overall budget to setup the Future Innovators Fab Lab at Zanesville Community High School is outlined in Appendix A. The initial cost to set up the communications technology required to run this program \$27,659.45. This includes communications equipment such as internet routers, servers and computers. This equipment will be used for internal communications and distance technology. This expense will also include stipends for local technical support. The Fab Lab equipment that that will be required to create projects is budgeted at \$334,166.53. This is the majority of expenses required to kick start the program. The equipment includes 2 3-D printers, laser cutter, vinyl cutter, desktop mill, CNC lathe, CNC mill, sand blaster, 3-D scanner, MIT Network access and work stations. The next expense outlined is the cost of professional development and training. The total cost is for this is \$39,000. This includes PLTW (Projects Lead the Way) training and visitations to multiple MIT Fab Lab implementation sites. The final cost of the startup is \$6,300. This expense includes stipends for teachers and program coordinator in field placement for advanced manufacturing

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.

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

The vast majority of the costs associated with this project are one time cost for capacity building, community and industrial engagement and infrastructure improvements and where warranted include all of the maintenance and supplies that will be needed during the 5 year implementation cycle. These expenses are not reoccurring even though it is expected that the momentum created will continue to yield outcomes for example in recruitment of industrial partners and student participants for years to come. The capacity built through professional development activities will be sufficient to administer the proposed programs. These will be integrated without additional costs by the school through usual professional development activities for future replication and expansion. The project coordinator will also be our principal who will stay in the position of project coordinator. There will be ongoing costs as a result of maintaining and sustaining the project. There will be a cost to provide new materials such as wood, plastic, nylon, leather, glue etc. which will be included in Zanesville Community High School science and mathamatics budget. There will also be an expense to maintain software license agreements, professional development and ongoing training which will also be included in the school's budget. These offset costs will provide the funds to maintain and sustain the project after the initial grant year.

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.

23,666.00 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

For Staffing: we expect a savings of one third of the total cost to provide electives as offerings for graduation requirements for our high school students as we are replacing most of the electives with credentialing provided through shared services with Zane State and Mid East Adult Center for Education. Beginning in year two we will realize a one third reduction in FTE required to teach electives resulting in a \$23,666.00 savings which is 4 to 10 % of the total yearly expenditure for staffing including benefits. This savings should repeat each year that the program is in place for a total savings of at least \$70,998. Because engagement and preparation are producing better outcomes, over the subsequent three years, we anticipate both an increase in number of students served in credentialing and course work with Zane State and an increase in student enrollment in the Zanesville Community High School. The net result in the five year grant period is that we will be able to serve more high school students and adult learners with 90% of our current staff. In the future we anticipate an increase in enrollment which will increase funding since we have the capacity to serve 100 more students each year. This project has the potential to improve the workforce skills and bring pride in what students can do! We will use the same rationale to save funding with increased enrollment. With regard to professional development, our current forecast indicates that we spend 2,500.00 dollars per year on professional development. Through participation in the Pathways to Prosperity Network, professional development will be a shared endeavor with reliance on professional learning communities and professional learning through industry partners. The efficiency of delivery via distance technology coupled with the opportunity to learn with and from those who have implemented the same pathway will enable us to realize a 60% reduction in the net cost of professional development or approximately \$1,500.00.

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

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

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

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

The vast majority of costs associated with this project are one-time costs for capacity-building, community and industry engagement and infrastructure improvements. These expenditures are not recurring even though it is expected that the momentum created will continue to yield outcomes, for example in recruitment of industry partners and student participants, for years to come. Facility and broadband improvements have already been designed to provide adequate learning environments for the foreseeable future. The capacity built through professional development will be sufficient to administer the proposed programs and be integrated without additional costs into districts' usual professional development activities for future replication and expansion. Partnership Committeemembers are taking a variety of approaches to offset ongoing costs, and in some cases, realize savings. Future expansion of the project would result in a similar and proportional redirection of expenditures. In the case of digital content licenses, some consortium members are offsetting this new expenditure with reductions in materials and supplies, most often textbooks and consumables that would be replaced with the digital content. We anticipate an expansion of 100 students in the Zanesville Community High School each year which will increase funding. The Future Innovators Fab Lab will generate funds over the next five years to keep it self-sustaining with expansion of partnerships and student enrollment.

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 01/03/2014

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

These discussions with academic and business partnerships are whole heartedly in support of this project. Regarding business partnerships, Tom Poorman, President of the Muskingum County Chamber of Commerce, believes that the Future Innovators Fab Lab is an innovative and progressive way to prepare students to enter the workforce. The problem solving skills and hands on experience they will gain through learning are invaluable to our community. Our employers are in need of these skills and abilities. This project will address our community's economic situation as well as give students a real chance to obtain a skilled, well paying job. Steven G. Randles, Executive Director of the ZMHA, believes that the Future Innovators Lab would be tremendously helpful in the high poverty area where the school and our single public largest housing development (Coopermill Manor with 324 Apt. Units) are located. The Lab holds promise for our residents, many of whom are school aged children and their family members, who are often unskilled and unemployed/underemployed. Paul Young, Director of Post Secondary at Zane State College, feels this is a great opportunity for the Zanesville Community High School and Zane State to seamlessly coordinate and collaborate for the benefit of many adult and high school students. He feels this project will better prepare their students in the areas of math, science, technology, and engineering. Tony Hartman, Director of Mid-East Adult Center, as the director, I am eager to collaborate and support the Future Innovators project in any way possible. This multifaceted project directly spearheads the issues of our area by providing education to all individuals regardless of their current abilities or economic status.

* Anticipated barriers to successful completion of the planning phase

We do not anticipate any barriers at this time or in the near future.

18. Implementation - Process to achieve project goals

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

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

This would be an incentive to complete high school, become employed or pursue post secondary education. The design plan includes both typical and atypical paths to completion of industry credentials while earning high school credits. Innovations in delivery matched with the engagement of industry professionals will positively impact the resilience and persistence necessary to complete graduation requirements and employability skills. We will start a work-based experience, encouraging participation in the Future Innovators Fab Lab with the ninth grade recovery students and continuing throughout high school through design challenges initiated by our industry partners and teachers. Confidence in innovation is key to motivation for persistence and resilience. We will require performance mastery, closing gaps where necessary, and accelerating students when they are able. Competency demonstration outweighs time in this proposal. If a student is ready for more rigorous work, they should have it. If a student needs more time to demonstrate competency, they should also have it. We will incorporate CTE pathways seamlessly with a rigorous sequence of academic and technical course work culminating in postsecondary degrees and/or industry-recognized credentials through Zane State. Incorporating CTE pathways seamlessly with a rigorous sequence of academic and technical course work culminating in postsecondary degrees and/or industry-recognized credentials through Zane State. We will improve alignment of focused activities and content between, CT Centers, higher-ed, and industry giving students more opportunity to accelerate their learning. We will concentrate on efforts to raise students' college and career aspirations, readiness, and success by offering a sequence of academic and technical course work culminating in postsecondary degrees and/or industry-recognized credentials through Zane State.

* Anticipated barriers to successful completion of the implementation phase.

We do not anticipate any barriers to the successful completion of the project. We believe we have the capacity and the partnerships to implement the Future Innovators Project.

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

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

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

Project Management will have four meetings of Partnership Committee with technical support from Pathways to Prosperity. All required reports will be filed with Ohio Department of Education. All encumbered funds spent will be reported by the Treasurer. We will attend the Pathways to Prosperity Statewide conference to disseminate common career materials, pathways strategies and build capacity for expansion, replication and creation of new pathways. A progress report will be reported to reflect grant goals using the Logic Model. We will schedule assessments at end of each successive school year to measure impact of Pathways to Prosperity initiative. The final implementation progress will be reported by the Partnership Committee and disseminated to all partnerships. A summative implementation evaluation will be completed.

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

We do not anticipate any barriers of summative evaluation phase.

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 have learned that the Pathway to Prosperity initiative incorporates three critical shifts in Ohio education. The first is in the organization of resources to support student attainment of economically viable credentials concurrent with high school graduation. Accelerating students toward postsecondary credentials will require a transformative approach to integrating high school requirements, career technical training, college coursework and work-based learning. The first is in the organization of resources to support student attainment of economically viable credentials concurrent with high school graduation. Accelerating students toward postsecondary credentials will require a transformative approach to integrating high school requirements, career technical training, college coursework and work-based learning. The second shift is cultural, aligning broad perceptions of career technical training to Ohio's economic realities. With few exceptions (such as Project Lead the Way programs and STEM initiatives), career technical education serves relatively high performing students who are certain about their career goals and typically do not intend to pursue a four-year degree program. Students and their families often see career technical education and college preparatory education as separate and exclusive. In Central Ohio, this is complicated by the fact that not enough programs exist to serve the students who choose them. Meanwhile, Complete College America estimates that a larger share of available jobs in the next decade will require technical skills and credentials than either the share of jobs with no entry requirements or the share of jobs that require bachelor's degrees. To improve the community's understanding of the relevance of career technical education, as well as the capacity to deliver such training as a component of high school completion and college preparation, this initiative will mobilize stakeholders across the region to develop common ways of communicating about career preparation and to receive training to become ambassadors in their communities. Outreach materials will be developed and a modest but effective media campaign will follow. In addition to changing the perspective of students, parents and educators, this campaign will activate local businesses to participate in the education of students by helping to align curriculum, providing effective work-based experiences and validating competencies acquired by participating students. The third shift is in instructional delivery. To allow efficient and effective courses and experiences that lead to postsecondary credentials, each program will blend content and instruction from teachers, experts, digital sources, and the work place. Student progression through each pathway will be based on competencies demonstrated and verified by multiple providers, all coordinated and authenticated by teachers but not necessarily delivered by them. This approach expands the ability of each teacher to leverage a variety of instructional approaches, content and experiences based on the needs and interests of each individual child.

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 and cumulative research supporting the PtoP initiative is well described in the February 2011 report "Pathways to Prosperity Project: Meeting the Challenge of Preparing Young Americans for the 21st Century" published by HGSE. The report cites extensive evidence that the U.S. education system has not kept up with its prior successes in meeting the needs of the economy and in preparing young people for viable work that enables them to have a middle class quality of life. The HGSE report is not the first to point out a growing skills gap among young adults as well as a dramatic decline in the employment of young adults, which is now at its lowest level since World War II, according to the 2010 report of Northeastern's Center for Labor Market Studies "Vanishing Work Among U.S. Teens 2010: What a difference a decade makes." Other sources include The Forgotten Half Revisited from the 1998 Youth Policy Forum and the National Academies study Rising Above the Gathering Storm. The HGSE report illustrates the skills gap by pointing out that 40 years ago 72 percent of the nation's workforce held a high school diploma or less, but that by 2007 just 41 percent of workers did. During the same period, the workforce had grown by 63 million jobs but the number of jobs held by adults without postsecondary credentials actually shrank by 2 million. Nearly all of the new jobs required some postsecondary education. These reports reinforce the Lumina Foundation's projections that 60 percent of jobs will require a postsecondary credential by 2020. The Central Ohio Compact draws on local data that are no more promising than the national figures. Between 2008 and 2018, more than 153,000 new jobs in Ohio will require postsecondary education, but there will be just 29,000 new jobs for high school graduates and dropouts. Another 967,000 jobs for workers with postsecondary credentials will become available due to retirements. Meanwhile, most students in Central Ohio are lost along the way from high school to a college degree. In 2004, 17,000 Central Ohio students began 9th grade. Of that cohort, only 12,300 graduated from high school and only 5,066 entered a public college or university. More than 40 percent of the latter group needed remediation. The Compact outlines a framework for action that includes improving curricular alignment from middle school to higher education, more opportunities to accelerate learning, eliminating the need for postsecondary remediation, guaranteeing pathways to associate degrees and bachelor's degrees, strengthening career-technical programs and aligning learning outcomes with the workplace. The PtoP initiative addresses each of those priorities. The HGSE report describes successful apprenticeship and school-based vocational training models in European countries and concludes that the U.S. system places too much emphasis on a single pathway to success: completion of a four-year degree. HGSE and others suggest expanding the options for high school students to begin relevant courses of study and work that directly prepare them to embark on a meaningful career while improving their options for continued academic preparation immediately after high school or later in life. The report points out several examples in U.S. schools with promising results. Project Lead the Way, now in 3,500 high schools, provides a "Pathways to Engineering" curriculum; 80 percent of students who complete it say they will study engineering, technology or computer science in college, and their retention rate in these courses is higher than students who did not complete PLTW. High schools that combine career tech curriculum, career exploration and

work.

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.

This proposal is designed to create a model for schools across the state, laying the groundwork and solving the known challenges of a statewide implementation of the Path initiative. Membership in the Pathway to Prosperity (PtoP) Network is statewide. Through the early work of the network, Jobs For the Future has identified four levels for regional and state implementation of the strategies. JFF and the PtoP Network will support Ohio's development of: 1) A career information and advising system that exposes students as early grade 9 to a wide range of career information using a common framework and materials so that students and families receive consistent, accurate information. 2) Intermediaries to serve as conveners, brokers and technical assistance providers to schools and employers engaged in building and sustaining pathways. There are several examples in other states of ways to organize intermediaries, including leveraging existing entities like Muskingum/Zanesville Port Authority or Chambers of Commerce. The preliminary approach in Central Ohio will be to emulate Interdisciplinary Councils for each model pathway and avoid situating the effort in any one organization, at least until our region's strengths and weaknesses are better understood in the context of pathways implementation. To support the work of this project and give structure and oversight to the Partnership Committee, the participating partners will be represented by this Partnership Committee with responsibilities for the goals of the Future Innovators Project. The Future Innovators Project will have assistance through short-term contract. 3) Enabling state policies. Committee Partners are well aware of Ohio's strong career technical, dual enrollment, Post Secondary Enrollment Option, and Flex Credit.

* 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 Future Innovators Partnership are committed to a rigorous program of research and evaluation in order to produce key information about the emerging model and how it relates to student outcomes and economic impact. A systematic research process will be conducted and will employ an internal team who will work with Jobs for the Future researchers on the program evaluations. The evaluations will use qualitative, quantitative and mixed -methods data collection and analysis. The evaluations will be focused on the degree to which the model is supporting student achievement and cost -effectiveness. This will require that researchers consider how the PtoP model is: 1) Aligning with college- and career r-ready standards or college and career- ready graduation requirements? 2) Accelerating student achievement and deepening student learning by meeting the academic needs of each student? 3) Increasing the effectiveness of educators and expanding student access to the most effective educators? 4) Decreasing achievement gaps across student groups? 5) Increasing the rates at which students graduate from high school prepared for college and careers. Additionally, the research evaluation will consider the impact of the model as it relates to creating the conditions for sustainability and expansion across the state, including how the model is: 1) Engaging community partners 2) Leveraging technology and work-based experiences to deepen learning 3) Leveraging technology to improve teaching 4) Leveraging technology and community partners to increase efficiency or productivity. 5) Helping to build community y-wide support for student achievement. Methods for Evaluation With these over-arching questions, third-party research and evaluation of the model will require an approach that is formative in nature and culminates at the end of five years with a summative evaluation that combines longitudinal data and addresses future program needs.

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

The Future Innovators will use the logic model to evaluate our progress quarterly. This evaluation will assess our progress and quarterly outcomes. If expected outcomes are not achieved the Future Innovators Partnership Committee will receive the report, and make necessary adjustments the areas of weakness.

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.

The impact on student performance will be evident by students who are able to graduate from high school with recognized postsecondary credentials. Ohio has put a stake in the ground with its new accountability system that holds K-12 systems directly responsible for ensuring students earn these credentials, including both industry -recognized certificates and college credit through PSEO, dual credit and Advanced Placement programs. The PtoP initiative will improve outcomes on the measure for participating schools while increasing the number of students overall who graduate ready for what comes next. The initiative is targeting 200 students by spring 2015, and anticipates doubling that number through expansion and replication of pathways by 2016 -2019. The PtoP initiative in Ohio will create financial value across sectors. A strategic principal of the Compact is to "make college more affordable for students, families, and communities by developing and executing programs and practices that reduce costs without sacrificing quality and accessibility, facilitate earlier completion of a degree or certificate program, eliminate redundancy, and promote the use of shared services." The Compact cites the most recent survey of college pricing by the College Board, which reported that a "moderate" college budget for an in-state public four- year college or university for the 2011-12 academic year averaged \$21,447. That figure includes tuition and fees, as well as other expenses associated with going to college, such as housing, meals, books and school supplies. For a growing number of students and families, the Compact contends, costs like these are alarming, if not prohibitive. The PtoP initiative will improve affordability for students, families and taxpayers by supporting the strategic actions of the Compact, including expanding opportunities for students to earn college credits while still in high school, which will allow colleges and universities to serve more students more efficiently? promoting greater understanding and use of Ohio's 2+2 and 3+1 pathways from the associate degree to the bachelor's degree which allow students to begin on one (less expensive) campus and then transfer to another (more specialized campus) with guaranteed credit transfer? expanding distance learning opportunities? making greater use of shared services, including facilities, technology and staff? and leveraging all assets, including facilities, personnel and technology, to

create an integrated learning system. In order to achieve the projected outcomes for cost savings and student achievement, the project is designed for continuation beyond the grant period. The specific pathways programs will be sustainable with little adjustment in district budgets (see financial impact tables), while the bulk of spending in the project is for one-time expenses that build considerable capacity for future implementation. The problem-solving approach of the project will create avenues for reorganizing resources to support the long-term replication and expansion of pathways programs. As the initiative is brought to scale, it will generate cost-savings that can be redirected to start-up and implementation costs of new programs.

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**

The Compact identifies data that must be measured to assess progress toward its goal that 60 percent of the region's adults will have postsecondary certificates or degrees by 2025. Among the outcomes to be measured are: 1) Percentage of students who graduate from high school in four years 2) Performance of high school students on assessments designed to measure college and career readiness, including PARCC (Partnership for Assessments of Readiness of College and Careers) 3) Percentage of high school students who have earned college credit before graduation, e.g., Advanced Placement (AP), International Baccalaureate (IB), Postsecondary Enrollment Options (PSEO) or dual enrollment courses 4) Percentage of high school students who enroll in a postsecondary program immediately after graduation 5) Percentage of postsecondary students who must enroll in remedial courses 6) Percentage of postsecondary enrollees who complete degree or certificate programs, or who transfer to the next level 7) Number of adults ages 25 to 64 who enroll in a postsecondary program, including courses at Mid-East Center for Adult Education 8) Number of 25- to 64- year- old Central Ohioans who have a post secondary degree or certificate. Additionally, the Compact members are committed to disaggregated data analysis and monitoring economic impact. In measuring performance gaps among groups of students and adults, particular attention will be paid to first -generation college students, students of color and low -income students, as well as gender and age differences. The Compact specifies a logic model related to the economic impact for students and families and for tax payers. It asserts that strategies for reducing/eliminating postsecondary remedial work and will allow students and their families to focus their resources on college- level course work and credentialing.

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

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

*** Implementation of a shared services delivery model**

We will incorporate CTE pathways seamlessly with a rigorous sequence of academic and technical course work culminating in postsecondary degrees and/or industry-recognized credentials through Zane State. Incorporating CTE pathways seamlessly with a rigorous sequence of academic and technical course work culminating in postsecondary degrees and/or industry-recognized credentials through Zane State. We will improve alignment of focused activities and content between, CT Centers, higher-ed, and industry giving students more opportunity to accelerate their learning. We will concentrate on efforts to raise students' college and career aspirations, readiness, and success by offering a sequence of academic and technical course work culminating in postsecondary degrees and/or industry-recognized credentials through Zane State.

*** Other Anticipated Outcomes**

We anticipate a deeper understanding of the Pathways to Prosperity Initiative and the Future Innovators Project by the community. As well as a continued surplus of community partnerships using the Future Innovators Fab Lab. By joining the PtoP Initiative we envision an expansion of the Future Innovators Project in our area schools and increased professional development initiatives. We also foresee the Fab Lab expansion reaching the middle school aged students.

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

Yes

No

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

*** Explain your response**

This proposal is designed to create a model for schools across the state, laying the groundwork and solving the known challenges of a statewide implementation of the PtoP initiative. Membership in the PtoP Network is statewide. Through the early work of the network, JFF has identified four levers for regional and state implementation of the strategies. JFF and the PtoP Network will support Ohio's development of: 1) A career information and advising system that exposes students as early as middle and elementary school to a wide range of career information using a common framework and materials so that students and families receive consistent, accurate information. The Community Partnerships will invest in the development and dissemination of these tools as part of this project. 2) Intermediaries to serve as conveners, brokers and technical assistance providers to schools and employers engaged in building and sustaining pathways. There are several examples in other states of ways to organize intermediaries, including leveraging existing entities like Private Industry Councils or Chambers of Commerce. The preliminary approach in Central Ohio will be to designate Interdisciplinary Councils for each model pathway

and avoid situating the effort in any one organization, at least until the region's strengths and weaknesses are better understood in the context of pathways implementation. To support the work of this project and give structure and oversight to the Interdisciplinary Councils, the participating entities will be represented on a Partnership Committee with responsibilities for delivering on the commitments in this proposal. Project management assistance will be provided by an outside agency through a short-term contract. 3) Enabling state policies. Consortium members are well aware of Ohio's strong career technical, dual enrollment, PSEO, Flex Credit and Innovation Zone policies, as well as policies defining blended and online learning. Partnership Committee members are already influencing state policy in a variety of contexts: for example, CSCC is currently sharing a key administrator from Workforce Development with the Ohio Board of Regents. The most apparent challenges to be solved are related to state funding policies, approaches to keep transportation costs down while providing equitable access to programs to all children, policies that allow the greatest access to college course work, and practices that capture student acquisition of knowledge and skills in nontraditional settings allowing competency-based progression. The Committee Partnership Steering and Logistics committees, with support from JFF and additional experts as needed, will tackle these issues in the new context of pathways implementation. Recommendations and feedback will be provided to state agencies, the legislature and the governor's office as appropriate to enable broad adoption of successful strategies. 4) Employer engagement practices. In the development of each of the four pathway models, the consortium will fully engage both industry organizations and individual businesses to solve industry-specific concerns about underage students in work-based learning situations. Partnership Committee members already have experience placing student interns in advanced manufacturing, health care, logistics and IT settings. Collecting and sharing procedures to ensure safety of students and protection of business interests in each field will be important to replication of these programs. Additionally, the outreach materials developed will assist in helping business leaders connect these programs to their future financial success. The long-term success of this initiative depends on business leaders recognizing the strategies as supportive of their core missions rather than as community outreach or philanthropy.

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 Jeffrey D. Moore, Superintendent/Principal Zanesville Community High School 04-18-2014

Consortium Contacts

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

Partnerships

Zanesville Community School (009148) - Muskingum 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
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Michael	Jacoby	(740) 455-0742	info@zmcport.com	Zanesville-Muskingum Port Authority		205 North Fifth Street, , Zanesville, OH, 43701	
Paul	Young	(740) 454-2501	pyoung@zanestate.edu	Zane State College		1435 Newark Rd, , Zanesville, OH, 43701	
Tony	Hartman	(740) 454-7242	thartman@mid-east.k12.oh.us	Mid-East Center for Adult Education		400 Richards Rd, , Zanesville, OH, 43701	
Steven	Randles	(740) 454-9714	srandles@zanesvillehousing.org	Zanesville Metropolitan Housing Authority		407 Pershing Rd, , Zanesville, OH, 43701	

Implementation Team

Zanesville Community School (009148) - Muskingum County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Jeffery D.	Moore	Superintendent/Principal	Mr. Moore will coordinate and implement all fassats of the Future Innnovators Projects. He will also serve as the fiscal manager with the assistance of the distrct treasure.	Mr. Moore is currently in his 7th year as a n adminstrator. He has a masters degree in educational admistration. He has overseen the Race to the Top grant, as well as other education grants in technology, Title 1 funds, and specialized teacher initiative grants.	Mr. Moore spent 17 years a classroom teacher. He also has erved as the internal facilitator for Zanesville City Schools, a well as being on the committee for the Continuous Improvement Plan.	