

Budget

Marion City (044339) - Marion County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (15)

U.S.A.S. Fund #: 466

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	14,950.00	50,000.00	60,000.00	0.00	124,950.00
Support Services		0.00	0.00	20,000.00	0.00	0.00	0.00	20,000.00
Governance/Admin		0.00	0.00	45,640.00	0.00	0.00	0.00	45,640.00
Prof Development		52,000.00	8,554.00	267,813.84	0.00	0.00	0.00	328,367.84
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
Indirect Cost							0.00	0.00
Total		52,000.00	8,554.00	348,403.84	50,000.00	60,000.00	0.00	518,957.84
							Adjusted Allocation	0.00
							Remaining	-518,957.84

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Diploma Plus Acceptance for Every Marion Secondary Student

2. Project Summary: Please limit your responses to no more than three sentences.
Diploma Plus Acceptance creates a city wide pathways system of college credit & credentials that supports students in & beyond high school
This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year					
Education	Pre-K Special	K	1	2	3
4	5	291 6	285 7	302 8	
321 9	256 10	219 11	207 12		

Year 1					
Education	Pre-K Special	K	1	2	3
4	5	279 6	291 7	285 8	
302 9	321 10	256 11	219 12		

Year 2					
Education	Pre-K Special	K	1	2	3
4	5	321 6	279 7	291 8	
285 9	302 10	321 11	256 12		

Year 3					
Education	Pre-K Special	K	1	2	3
4	5	370 6	321 7	279 8	
291 9	285 10	302 11	321 12		

Year 4					
Education	Pre-K Special	K	1	2	3
4	5	355 6	370 7	321 8	
279 9	291 10	285 11	302 12		

Year 5					
Education	Pre-K Special	K	1	2	3
4	5	357 6	355 7	370 8	

4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

The "Plus Acceptance" component of this program will allow the District to remain connected with graduates in the year after high school, ensuring that they remain Accepted into further education or a career, the military, or apprenticeship. Following recommendations from Harvard's Pathways to Prosperity (2011) the District will implement high quality career counseling during and beyond high school. District guidance counselors and GEAR UP advising staff will collaborate with two success coaches shared with Marion Technical College and Ohio State Marion to build a connection during the senior year and continue to monitor student success in the the first year following graduation. They will work with community partners to plan for and provide support in students' transition from high school to their futures to help remove barriers to success. This will impact additional students each year.

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

First and last name of contact for lead applicant
Gary Barber

Organizational name of lead applicant
Marion City Schools

Address of lead applicant
420 Presidential Drive, Suite B, Marion, OH 43302

Phone Number of lead applicant
740-223-4401

Email Address of lead applicant
gbarber@mcspresidents.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

Report card data for Marion City Schools (MCS) indicates that students are not well positioned for success as a result of their high school experience. Currently only 76.3% of MCS students graduate in four years 7.5% earn an industry credential & only 1.6% earn dual enrollment credit. These conditions contribute to the significantly high percentage (18.1%) of Marion youth ages 16-19 who are not enrolled in school and are not working, a number higher than both the regional (12.6%) and state (14.9%) percentages (Regionomics, 2015). This is a problem for Marion City Schools and employers. Students have little opportunity to learn about career options and develop critical college and career skills; while employers struggle to create a talent pipeline of young people with the skills needed to fill vacant positions. This prevents companies from growing and discourages new companies from considering Marion as an operating site. Currently there are 11,498 open jobs listed at www.ohiomeansjobs.com within 30 miles of Marion. The local economic demand for jobs in the skilled labor market is strong, yet potential employees are unprepared, and therefore unable to fill these positions. Our economic prosperity & social cohesion as a Nation depends on

an appropriately skilled and employed workforce. Harvard's Pathways to Prosperity Report (2011) found that a high school diploma alone is no longer a sufficient passport to the middle class. President Obama states that every American will need to earn more than a high school diploma. "To ensure success, graduates will need career technical training or one or more years of higher education beyond high school." Complete College America found that 59% of jobs available to Ohioans by 2018 will require a postsecondary credential or degree. When students graduate from Marion City Schools, they will need more than a high school diploma to secure a living wage job. Diploma Plus Acceptance is designed to address this issue.

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

Diploma Plus Acceptance is the first initiative in Ohio in which a traditional school, a dropout recovery school, a career center, a technical college, a university, & multiple business & industry partners have joined together to create an interdependent system of change that is CITY WIDE. These partners are developing a plan for pathways, transforming systems so all students can access any pathway offered at any institution beginning in high school. The partners have established a cross-systems team of stakeholders to lead the change process. This Design Team includes teachers, union leadership, Board of Education members & leadership from all partner institutions, local business & industry & economic development. The Design Team will leverage the expertise of EDWorks to provide training that will assist the partners in expanding their to capacity to transform & advance learning for students, teachers & leaders. Specifically EDWorks will train teachers and leaders in: a) transforming learning opportunities for students (STEM & career curriculum, interest based learning, instruction, assessment, work based learning) b) establishing a rigorous & relevant set of pathways for comprehensive high school reform based on regional business & industry demand c) refining their systems wide approach to expand access to college/career readiness preparation to the middle grades d) ensuring all students remain on track regardless of transitions/placement changes. UNIQUE to this project is the addition of continued support for students in the year beyond high school. A team of guidance counselors, GEARUP advisors and two success coaches shared with Marion Technical College (MTC) & Ohio State University Marion (OSU) will make personal contact with all students beginning in 12th grade through group & individual encounters. The team will continue this relationship & level of contact with students after high school. If a student experiences setbacks after graduation, the team will create a plan to help the graduate address both career/college difficulties. The team will work with community agencies such as alcohol/drug addiction/mental health services (ADAMH), job/family services, etc. to consistently link graduates to support services to address additional circumstances that may create barriers to success. As a result of this project, every high school student at MCS will participate in a Career Pathway/ Early College experience resulting in college credit, an associate's degree &/or a career credential in high demand job in the region and receive continued support as they transition beyond high school. We expect these combined efforts to result in youth who are better prepared for future success.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

Diploma Plus Acceptance will design a framework of strategies to restructure Marion City Schools high school around rigorous, relevant career pathways that accelerate learning and prepare all students with postsecondary credentials and/or degrees. By providing STEM Project Based Learning, career specific curriculum, work based learning, and teacher/ leader professional development, Diploma Plus Acceptance anticipates progress in the following outcomes: Outcome 1: Marion City Schools will increase high school graduation rate to 95% by 2022 Baseline: current graduation rate is 76.3% Outcome 2: Marion City Schools will increase the percentage of students who graduate high school with an industry recognized credential to 25% by June 30, 2022 Baseline: current percentage of students earning industry credential 7.5% Outcome 3: Marion City Schools will increase the percentage of students earning college credits prior to high school graduation to 25% by June 30, 2022 Baseline: current percentage of students earning dual enrollment credit 1.6%

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

To better prepare students for college and careers as measured by Ohio's Prepared for Success Benchmarks, we must assume that the Pathways/Early College model we plan to implement is effective for improving student achievement and increasing the percentage of students who graduate with college credit and industry recognized credentials. The specific "Early College Plus Industry Credential" design that is the cornerstone of this proposal was developed by EDWorks, a nonprofit subsidiary of nationally-recognized KnowledgeWorks Foundation. The design emerged from successful implementation of existing EDWorks Early College/Credential sites in Ohio and New York and national research on stackable certificates in adult workforce training. This design brings the promise of college completion and credentials in high-demand industries to all students, not just the 8-10% of young people who traditionally access those programs in today's typical high school. In this model, every student has a personalized plan to earn up to 60 college credit hours, which translates to one or more industry credentials, an Associate's degree or two years of a four-year degree in an area of high workforce demand.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Like Marion City, a majority of students in EDWorks' schools would be considered "turnaround school" students. American Institutes for Research (AIR) found EDWorks' schools have grown substantially in their school-level indicators of success; outperforming other high schools in Ohio on state achievement test performance in each subject area. Edvantia & Augenblick, Palaich & Associates, Inc. (APA) conducted an analysis of college completion work at the EDWorks high schools and examined the extent to which these schools help their students become more "college ready." APA reported that many students received an associate degree or completed a number of college credits by graduation. In its most established sites where nearly 90 percent of the student body comes from low income families, 79% of students earn at least one year of college credit before high school graduation; one-third earn an Associate degree or 60 hours of transferrable credit; and 95% of go on to attend four-year universities. Greater percentages of students from EDWorks sites scored either "Accelerated" or "Advanced" on Ohio state achievement tests than students at comparable high schools, suggesting that they are more college ready. Students at EDWorks sites begin earning college credit in their freshman year of high school. Students have personalized learning plans with a clearly defined mix of high school, college & industry certification courses, project based learning assignments co-designed by local business/industry, work based learning opportunities, as well as a scaffolded system of supports in place to help them

succeed. Teaching and learning is the most important system that connects abstract learning to meet labor market demands (Creating Pathways to Prosperity; A Blueprint for Action, 2014). Research supports that academic skills are best developed through embedding them in the presentation of complex workplace problems that students learn to solve (Jobs for the Future, 2015). EDWorks will engage every member of the faculty/leadership team in a professional development process that focuses on integration & implementation of a system of research-based teaching & learning strategies. Professional development will be accomplished through a system of ongoing institutes, workshops, modeling, mentoring & job embedded coaching that impacts the practices of educators, as well as external business/community partners. Technical assistance from coaches will be customized to meet the unique needs of each school & the community. The development & implementation process uses technical assistance from highly qualified coaches to address: leadership development, best practices in teaching & learning, course alignment & unit/lesson design, assessments & data analysis to improve student outcomes, school climate & support to students. Using these tactics we expect to make progress toward OUTCOME 1. The most promising strategies for increasing the percentage of youth who earn a degree or credential are to build a finely articulated pathways system that richly aligns with needs and interests of youth and the 21st century economy (Chief Council of State School Officers, 2014) and broaden this range of high quality pathways beginning in high school (Creating Pathways to Prosperity, 2014). Using the proposed model college, career & technical credits are aligned within specific degree pathways, carefully chosen from among those courses that will result in one or more industry credentials and/or will transfer to other higher education institutions. Design Team is currently working to tailor those opportunities to the regional economy in Marion through the construction of a CITY WIDE pathways model that will eliminate overlap and expand pathways offerings for students. This will help us make progress toward OUTCOMES 2 and 3.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

We will use multiple indicators to measure the progress toward each outcome. Formative indicators to measure progress -Monitoring students in grades 9-12 each semester to track progress toward one of pathways, including certifications (first aid, cpr, phlebotomy), points earned toward diploma, grades, points toward a credential through PowerSchool student information system. -Naviance student interest inventory results annually to identify one of sixteen nationally recognized career/college pathways. baseline: all 8th graders currently took student interest inventory. -ACT Aspire testing of 9th grade students to help inform college/career readiness. -ACT practice testing of all 10th grade students through GEAR UP to help inform college/career readiness -Use of data to create student projections to inform pathways (including MAP, State Assessments, and ACT Aspire). baseline: 8th graders take reading/math/science MAP assessment, 8-12 students take state assessments, and 9th graders take ACT Aspire -Monitor student enrollment in dual credit and other college bearing coursework through PowerSchool -Percentage of lessons rated as Quadrant D on the Rigor/Relevance Framework from walkthrough data. Summative Indicators to measure progress -Annual graduation rate as measured by Local Report Card -Percentage of students earning industry recognized credentials -Percentage of students earning college credit, dual enrollment credit through KAP, OSU, MTC, and other college credit opportunities. -Percentage of students in Marion City/County with postsecondary degrees or certifications will increase as rated by Regionomics quarterly.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

SHORT TERM 6/2017 Increase graduation rate 80%; baseline:76.3% Increase percentage of students earning an industry credential to 10% baseline: 7.5% Increase percentage of students earning dual enrollment credit to 10% baseline: 1.6% Increase percentage of students ACT remediation free to 20% baseline: 11.3% Increase percentage of graduates participating in ACT to 45% baseline: 37% Increase percentage of 8-12 grade students taking Naviance career interest inventory to identify one of 16 nationally recognized course pathways to 100% baseline: 87% Increase college/career ready percentages on state assessments by 10% pts Baseline: 9th ELA 17%; Alg 1 12%; Geometry 57%; US History 27%; Government 2% Student progress toward each pathway by grades & certifications earned baseline: to begin in year 2 of grant once pathways are created Improved classroom practice as measured by rigor/relevance framework through walkthrough data. baseline: to begin in fall of 2017. MEDIUM TERM 6/2019 Increase graduation rate to 85% Increase percentage of students earning an industry credential to 15% Increase percentage of students earning dual enrollment credit to 20%. Increase percentage of students ACT remediation free to 35% Increase percentage of graduates participating in ACT to 55% Increase college/career ready percentages on state assessments by 20% points Increase percentage of students/adults in Marion City/County with postsecondary degrees as measured by Regionomics to 18%/25% LONG TERM 6/2022 Increase graduation rate to 95% Increase percentage of students earning an industry credential to 25% Increase percentage of students earning dual enrollment credit to 25% Increase percentage of students ACT remediation free to 50% Increase percentage of graduates participating in ACT to 75% Increase college/career ready percentages on state assessments by 30% points Increase percentage of students/adults in Marion City/County with postsecondary degrees as measured by Regionomics to 25%/30%

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

The Project Leadership Team will meet bi-monthly to review the grant progress. It is impossible to account for all potential barriers, but a few the PLT anticipates are as follows: 1. Actual student progress toward the 4 career pathways will be monitored quarterly to ensure students are on-track. Any student identified to be off-track will meet with success counselor (cost shared by MCS and partner institutions currently) to determine deficiencies and identify a plan to either change pathways or address deficiency. 2. Enrollment in each of the pathways will be monitored each semester and adjustments will be made to remove barriers to access. 3. Review of monthly walkthrough data identifying the percentage of lessons rated as quadrant D on the rigor/relevance framework.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

Outcome 1: The District will reduce personnel costs by reducing four total staff positions. Two staff positions in FY 18, one position in FY20 and one position in FY22 (see FIT table section B) for a total reduction of 1,274,060. Personnel costs will reduce by: \$115,764 FY18, \$115,764 FY19, \$173,646 FY20, \$173,646 FY21, \$231,558 FY22-Fringe benefits will reduce by: \$66,236 FY18, \$66,236 FY19, \$99,354 FY20, \$99,354 FY21, \$132,472 FY22. Outcome 2: The District will re-allocate \$242,912 in funds by the end of FY22 from purchased services

currently in place for two other initiatives, for ongoing support of Diploma Plus Acceptance. (see FIT table section C). Purchased services will reduce by: \$123,798 FY18, \$162,912 FY19, \$242,912 FY20, \$242,912 FY21, \$242,912 FY22. Total reductions \$1,015,446

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

Diploma Plus Acceptance allows Marion City Schools to reduce personnel costs as a result of this project, specifically from the reorganization and alignment of course offerings at the high school, to align pathways across the career center, dropout recovery school and both colleges in Marion. This eliminates duplication in courses and expenditures across these schools. With a teaching staff of 257 teachers at the middle and high schools this is a reasonable expectation (See FIT table section B) The district has been aggressively implementing several new initiatives, two of which, the Leader in Me and Next Generation Learning Environment, will become self-sustaining with the exception of maintenance costs that are still included in our budget. The District will reallocate funds delineated for the Leader in Me and Next Generation Learning Environment to support ongoing Diploma Plus Acceptance Costs. (see FIT table section C)

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Our continued relationship through the Design Team with Marion Technical College, Ohio State University Marion, Tri-Rivers Career Center and Rushmore Academy to make student access to the campuses seamless will encourage and allow more students to opt into these pathways, allowing for future cost savings of personnel as the district works with these partners to eliminate overlap of pathways offerings. In our early efforts of partnership with the dropout recovery school we were able to offer basic CTE courses to our students as a pathways option, allowing the district to not replace two teachers in FY 16 for a savings of \$182,000 As a result of our partnerships, four new pathways offerings now exist at Harding High School, with the capacity for 200 students. One of those programs was acquired by the District from the Tri-Rivers career center, allowing the career center to expand their program offerings. Four years ago, the Leader in Me initiative began at one of our elementary schools and has now expanded to the district. The initial costs of implementation were \$60,000.00 each year (\$180,000) but after the initiative moved into sustainability three years later, significant cost savings was realized as only a small amount of maintenance costs are required on a yearly basis. We expect the same proportion of savings to follow as all the remaining buildings in the district follow the same implementation and capacity building process, for both the Leader in Me and Next Generation Learning Environments, allowing a reallocation of \$1,015,446 in the budget by FY 22.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

The District will reduce personnel costs by reducing four total staff positions. Two staff positions in FY 18, one position in FY20 and one position in FY22 (see FIT table section B) Personnel costs will reduce by: \$115, 764 FY18, \$115, 764 FY19, \$173,646 FY20, \$173,646 FY21, \$231,558 FY22-Fringe benefits will reduce by: \$66,236 FY18, \$66,236 FY19, \$99,354 FY20, \$99,354 FY21, \$132,472 FY22.TOTAL reduction of \$1,274,060. Costs assume a Master's Plus 10 years of experience and benefits. The District will re-allocate \$242,912 in funds by the end of FY22 from purchased services currently in place for two other initiatives, for ongoing support of Diploma Plus Acceptance (see FIT table section C) for a TOTAL reduction of \$1,015,446. Purchased services will reduce by: \$123,798 FY18, \$162,912 FY19, \$242,912 FY20, \$242,912 FY21, \$242,912 FY22. With a fully funded Leader in Me Program District Wide, along with initial implementation costs of Next Generation Learning completed we will reallocate those funds to support ongoing Diploma Plus Acceptance Costs included in our budget. Formative Indicators to measure progress: Annual review of MS/HS FTE by project team. Annual review of fringe benefit costs by project team. Annual review of personnel costs. Quarterly review of financials to ensure spending reductions from expiring contracts. Quarterly review of bud sum reports to ensure individual programs/department are on-track with spending reductions. Summative Indicators to measure progress: -FTE's in the high and MS school to reduce by 4 over the course of the grant. -Reduction of personnel costs. -Reduction of fringe benefit costs. -final fiscal reporting each year to show anticipated cost savings.

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

Short Term 6/2018 -Reduce MS/HS full-time equivalents (FTE) by 2 to total of no more than 255 FTE in MS/HS baseline; MS/HS FTE 257 - Reduce personnel costs by \$115,764 baseline (\$24,278,600): -Reduce fringe benefit costs by \$66,236 baseline (\$10,154,701): -Reduce purchased services by \$123,798 baseline: (\$15254,134) Medium Term 6/2019 -Reduce MS/HS full-time equivalents (FTE) by 3 to total of no more than 254 FTE in MS/HS -Reduce personnel costs by \$115,764 -Reduce fringe benefit costs by \$66,236 -Reduce purchased services by \$162,912 Long Term 6/2022 -Reduce MS/HS full-time equivalents (FTE) by 4 to total of no more than 253 FTE in MS/HS - Reduce personnel costs by \$231,558 -Reduce fringe benefit costs by \$132,472 -Reduce purchased services by \$242,912

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

The Project team will review relevant fiscal data quarterly as available. Adjustments to spending patterns will be made in other areas if savings do not occur as planned. This will ensure savings are realized. Budget summary analysis will be shared with principals quarterly to be proactive in spending. Administration will continue to monitor spending through hiring practices and by working with partners to determine if shared staffing positions are possible. We anticipate the potential for additional savings through fewer students leaving MCS through open enrollment (over 880 currently) due to more appropriate offerings. This would lead to even more potential savings as a result of the added per pupil state funding. Because of the significance of this program, if personnel reductions are not feasible, the district will reallocate funds initially budgeted for ongoing Capital Projects into this project.

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to

curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available. *These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.*

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

Diploma Plus Acceptance will work in partnership to restructure college and career technical/credential offerings around regional career pathways to provide greater efficiencies in programming. Diploma Plus Acceptance will share staff positions with Ohio State and Marion Technical College to provide high quality career counseling, monitoring and support in the first year beyond high school to ensure students' successful transition from high school to their futures. Diploma Plus Acceptance anticipates progress in the following outcomes: Outcome 1: All partner institutions will become learning organizations that offer pathways programs that meet the needs of the region without overlap, preparing every student to graduate college or career ready. Baseline: Benchmark EDWorks Site Assessments (May 2015) Individual districts do not have capacity to transform systems. Gaps and overlap currently exists in pathways program offerings across institutions that create inefficiencies and do not meet the economic and workforce demands of the region. Outcome 2: Marion City Schools, Marion Technical College, and Ohio State University Marion will create a system of support for students who are not successfully employed or engaged in postsecondary training in the year following high school. Benchmark Regionomics Demographic and Economic Development Assessment (September 2015) Partners lack a structured system of support for students who do not in fact gain "acceptance" into training or the workforce after high school, negatively impacting the economic conditions of the region.

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

Marion City Schools, Tri-Rivers Career Center, Rushmore Academy, Marion Technical College and Ohio State University Marion have learned through the Design Team Process with business and industry leaders that the institutions have overlapping needs and offerings in pathways areas that can be aligned to create greater efficiencies. The partners also have antiquated programs that do not meet the needs of the economic region and must be eliminated. The partners lack a structured system of support for students who do not in fact gain "acceptance" into training or the workforce after high school, negatively impacting the economic conditions of the region. Marion Technical College, Marion City Schools and Ohio State University Marion will create a system of support for students who are not successfully employed or engaged in postsecondary training in the year following high school.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

In May of 2015 EDWorks conducted a site assessment in Marion to determine the current state of pathways offerings and conditions in the partnership institutions. The assessment found that gaps and overlap currently exist in pathways program offerings across institutions. This creates inefficiencies and does not meet the economic and workforce demands of the region. Complete College America notes that stackable certificates are often a forgotten link in this nation's quest to expand skills and college readiness. In a similar conclusion to Goldin and Katz, Complete College America's research shows that not all certificates or degrees are created equal. "For certificates to make a decisive contribution to U.S. postsecondary preparedness, states and institutions must ensure that certificate programs are of high quality, rigorous enough to have real value, tailored to the job market, widely available, and designed for timely completion." In partnership with EDWorks & Marion Economic Development, the Design Team will align college, career and technical credits with specific degree pathways, carefully chosen from among those courses that will result in one or more industry credentials and/or will transfer to other higher education institutions. These opportunities will be tailored to the regional economy and overlap will be eliminated while simultaneously expanding pathways offerings for students. Using these tactics, we expect to make progress toward OUTCOME 1. Working in partnership with the Marion Economic Development, a report was commissioned to study the economic and demographic conditions in the area in October of 2015. This report, completed by Regionomics, found that the partners lack a structured system of support for students who do not in fact gain "acceptance" into training or the workforce after high school. This negatively impacts the economic conditions of the city, resulting in a significantly high number (18.1%) of youth up to age 19 who are unemployed and not attending school. This is higher than the region (12.6%) and the state (14.9%). The report specifically recommended that it should be an important goal to provide support, which may include family support and workforce services to help these youth find employment. Further, the report stated that "This cost of these strategies would be at least partly offset by reducing strains on the public assistance and criminal justice systems. It would also be another way to increase county income" (p. 15). Findings from Child Trends (2015) suggest a holistic approach to education in aiming to equip young people with a broader range of skills that is more likely to produce youth who will succeed in the 21st century. In light of these findings, and following recommendations from Harvard's Pathways to Prosperity (2011) the District will implement high quality career counseling & wrap around support during & beyond high school. A team of guidance counselors, GEARUP advisors and two success coaches shared with Marion Technical College (MTC) & Ohio State University Marion (OSU) will make personal contact with all students

beginning in 12th grade through group & individual encounters. The team will continue this relationship & level of contact with students after high school. If a student experiences setbacks after graduation, the team will create a plan to help the graduate address both career/college difficulties. The team will work with community agencies such as alcohol/drug addiction/mental health services (ADAMH), job/family services, etc. to consistently link graduates to support services to address additional circumstances that may create barriers to success. Using these tactics we expect to make progress toward OUTCOME 2.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

100% of partners will complete transformation plans outlining alignment of pathways offerings and elimination of overlap. The transformation plans will demonstrate the measurable change in pathways offerings in the city. Plans will indicate number of new programs/credentials created, number of programs eliminated, cost benefits and rationale for each. 100% of partners will collaborate to complete a strategic plan detailing the process for staying connected with and tracking the success of students beyond high school graduation. The strategic plan represents change in the form of a new process for all partners. Success of the change will be monitored through numbers of student interactions and supports implemented for seniors and graduates. Formative Indicators to measure progress - Quarterly meetings with team consisting of key leaders of each institution to audit current course progressions for pathways. - Quarterly meetings with team consisting of key leaders to identify potential supports and members responsible to create these supports. - Communicate results of quarterly meetings to ensure students/parents are aware of opportunities for students. - Senior and parent survey of project goals to identify successes and challenges to the project. Summative Indicators to measure progress - Make adjustments to course offerings and progressions to ensure no overlap or gaps exist in partner institutions. - Create supports for students who are not successfully employed/in school by each partner institution.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

Short Term 6/2017 -100% of partners will complete transformation plans outlining alignment of pathways offerings and elimination of overlap. baseline: currently MCS took over a career pathway from Tri-Rivers allowing them to offer an additional pathway. -100% of partners will collaborate to complete a strategic plan detailing the process for staying connected with and tracking the success of students beyond high school graduation. baseline: 3 meetings annually. -survey seniors and parents to identify successes and challenges to the project. baseline: survey to be offered in spring of 2017 Medium Term 6/2018 -Communicate the support opportunities for students not successfully employed or engaged in a post-secondary program through local media, each partner institution. baseline: not currently occurring. -Examine outcomes of individual student/team contact to determine percentage of graduates who are on-track, off-track and received support quarterly. -Survey seniors and parents to identify successes and challenges to the project. Decrease in unemployment rate as measured by regionomics for Marion City. baseline: 5.6% Long Term 6/2022 -Support opportunities offered by each partner institution for all students who are not successfully completing post-secondary enrollment. -100% of partners will show evidence of significant progress transforming their institutions into learning organizations that expand pathways offerings across the city. -100% of partners will show evidence of significant impact in students' lives by continuing the relationship and providing support beyond high school. -Survey seniors and parents to identify successes and challenges to the project.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

The Project team will review relevant data quarterly as available to ensure each outcome is realized. Results of quarterly project team meetings of partner institutions will be shared with key stakeholders. Creation of the student supports could be slowed by partner institutions. The goal of the quarterly meetings will be to address those potential unknown barriers and brainstorm possible solutions inside and out of each partner institution. There is also the potential for pushback at the elimination of current programs of partner institutions that overlap with others or creation of new programs needed to provide opportunities for new pathways. Again the quarterly meetings will be facilitated by Marion City Schools administrators to help address the concerns and work to find solutions to these and other challenges as they arise. All partner institutions are committed to the success of the Diploma Plus Acceptance project as it will improve Marion student outcomes. As such, the potential arises for increased support through more shared positions by all partner institutions.

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

- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

Upload Documents

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

518,957.84 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a 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.

INSTRUCTION: \$124, 950.00 Purchased Services 400-\$14, 950.00 for Credentialing for students (LEAN, Pharn Tech, ECE, Public SW)Supplies 500- \$50,000.00 student materials and supplies for Pathways Capital Outlay 600-\$60,000 Pathway lab costs (ROTC, Design Team will determine but for example:Health & Human Services, Business/Communication, Automated Engineering, STEM) SUPPORT SERVICES: 20,000.00 Purchased Services 400- Shared costs with Marion Technical College for PostSecondary Success Coach Governance/ADMIN: 45,640 Purchased Services 400- \$45,640 Program Evaluation PROF DEVELOP: \$328,367.84 Salaries 100-Total: \$52,000.00 Teacher stipends for summer training 52 teachers x 5 days @ \$200/day= \$52,000 Retirement/Fringe 200-fringe for teacher stipends for summer training for 52 teachers x 5 days @\$32.90 per teacher per day \$8554 Purchased Services 400-substitute teachers 24 subs x 8 days @\$114.02/day \$21, 891.84 EDWorks \$245, 922.00 TOTAL: \$518, 957.84

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

301,264.00 a. Sustainability Year 1

241,493.00 b. Sustainability Year 2

154,561.00 c. Sustainability Year 3

157,061.00 d. Sustainability Year 4

159,561.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

JROTC programs are remarkably effective in supporting youth development with regard to developing careers, providing training and providing extensive financial supports (Pathways to Prosperity 2011) therefore JROTC will be added as a pathway offering. Conceptually, the demand for centralized trainings and professional development will only be needed in the earlier phases of the project, utilizing the grant funds. Once these initial educators are seen as the "experts in residences" within the district, a majority of the project costs will be eliminated. Costs are outlined to increase for credentialing, as offerings are expected to expand each year. The costs for one success coach will be shared with the technical college, supporting the work of monitoring and engaging with students after high school to ensure their success. The other success coach's salary is completely in-kind from OSU (see MOU for details). Supplies costs reflect our continued commitment to a 21st century classroom environment for Diploma Plus. Sustainability Year 1-\$301,264 Personnel Services (salary and wages) at \$76,000. \$50,000 is for JROTC officer. \$26,000 FY18 are for stipends for teachers for summer professional development required for the project. Fringe Benefits at \$19,227 for JROTC officer \$4227 benefits for teacher stipends Purchased Services \$166,037 EDWorks \$104,145 for professional development, costs to Renhill Group for substitute teachers at \$21,891, credentialing costs for students \$20,000 and \$20,000 will support the shared services of a success coach with Marion Technical College. Supplies and Materials \$40,000 for lab costs for classroom materials. Sustainability Year 2- \$241,493 Personnel Services (salary and wages) \$50,000 is for JROTC officer. Fringe Benefits at \$15,000 for JROTC officer Purchased Services \$136,493 EDWorks \$89,433 for professional development, costs to Renhill Group for substitute teachers at \$4560, credentialing costs for students \$22,500. \$20,000 will support the shared services of a success coach with Marion Technical College. Supplies and Materials \$40,000 for lab costs for classroom materials. Sustainability Year 3-\$154, 561 Personnel Services (salary and wages) \$50,000 is for ROTC officer. Fringe Benefits at \$15,000 for JROTC officer. Purchased Services \$49,561. Costs to Renhill Group for substitute teachers at \$4560, credentialing costs for students \$25,000 and \$20,000 will support the shared services of a success coach with Marion Technical College. Supplies and Materials \$40,000 for lab costs for classroom materials. Sustainability Year 4-\$157,061 Personnel Services (salary and wages) \$50,000 is for ROTC officer. Fringe Benefits at \$15,000 for JROTC officer Purchased Services \$52,061. Costs to Renhill Group for substitute teachers at \$4560, credentialing costs for students \$27,500 and \$20,000 will support the shared services of a success coach with Marion Technical College. Supplies and Materials \$40,000 for lab costs for classroom materials. Sustainability Year 5-\$159,561 Personnel Services (salary and wages) \$50,000 is for JROTC officer. Fringe Benefits at \$15,000 for JROTC officer Purchased Services \$54,561. Costs to Renhill Group for substitute teachers at \$4560, credentialing costs for students \$30,0000 and \$20,000 will support the shared services of a success coach with Marion Technical College. Supplies and Materials \$40,000 for lab costs for classroom materials.

100 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

Costs for sustainability (Section A FIT Table) total \$1,013,939 while cost savings from implementation total \$1,274,060 (Section B FIT Table) creating a cost savings of 125%. Diploma Plus Acceptance allows Marion City Schools to reduce personnel costs as a result of this project, specifically from the reorganization and alignment of course offerings at the high school, to align pathways across the career center, dropout recovery school and both colleges in Marion. This eliminates duplication in courses and expenditures across these schools. With a teaching staff of 257 teachers at the middle and high schools this is a reasonable expectation (See FIT table section B) The District will reduce personnel costs by reducing four total staff positions. Two staff positions in FY 18, one position in FY20 and one position in FY22 (see FIT table section B) for a total reduction of 1,274,060. Personnel costs will reduce by: \$115,764 FY18, \$115,764 FY19, \$173,646 FY20, \$173,646 FY21, \$231,558 FY22-Fringe benefits will reduce by: \$66,236 FY18, \$66,236 FY19, \$99,354 FY20, \$99,354 FY21, \$132,472 FY22. Our continued relationship through the Design Team with Tri-Rivers Career Center, Rushmore Academy, Marion Technical College & Ohio State University Marion to make student access to the campuses seamless will encourage and allow more students to opt into these pathways, allowing for future cost savings of personnel as the district works with partners to eliminate overlap of pathways offerings. In our early efforts of partnership with the dropout recovery school partner, we were able to offer basic CTE courses to our students as a pathways option, allowing the district to not replace two teachers in FY 16 for a savings of \$182,000

0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table

Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

Costs for sustainability (Section A FIT Table) total \$1,013,939 while cost savings from reallocation total \$1,015,446 (Section C FIT Table) creating a cost savings of 101%. Since this amount is greater than needed cost savings percentages in total, we can show that we are more than capable of meeting cost savings through both reallocation and implementation. The district has been aggressively implementing several new initiatives, two of which, the Leader in Me and Next Generation Learning Environment, will become self-sustaining with the exception of maintenance costs that are still included in our budget. The District will reallocate funds delineated for the Leader in Me and Next Generation Learning Environment to support ongoing Diploma Plus Acceptance Costs. (see FIT table section C) The District will re-allocate \$242,912 in funds by the end of FY22 from purchased services currently in place for two other initiatives, for ongoing support of Diploma Plus Acceptance. (see FIT table section C). Purchased services will reduce by: \$123,798 FY18, \$162,912 FY19, \$242,912 FY20, \$242,912 FY21, \$242,912 FY22. Total reductions \$1,015,446 Four years ago, the Leader in Me initiative began at one of our elementary schools and has now expanded to the district. The initial costs of implementation were \$60,000.00 each year (\$180,000) but after the initiative moved into sustainability three years later, significant cost savings was realized as only a small amount of maintenance costs are required on a yearly basis. We expect the same proportion of savings to follow as all the remaining buildings in the district follow the same implementation and capacity building process, for both the Leader in Me and Next Generation Learning Environments, allowing a reallocation of \$1,015,446 in the budget by FY 22.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range July 2014-PRESENT & MARCH-JUNE 2016

b. Scope of activities - include all specific completion benchmarks.

July 2014-PRESENT Planning meetings regarding the need to transform pathways offerings for students in the city have been occurring since July of 2014. District sought recommendations of Ohio Department of Higher Education (ODHE) & Ohio Department of Education to advise development of this work. Stakeholders team was convened (Design Team) to investigate viable solutions. District secured a GEARUP program providing student access to college/career counseling services & scholarships. March 2015-District placed Director of College & Career Success-Steve Fujii-to oversee Pathways Project & lead the development of Straight A. Design Team investigated National Best Practices with Southern Regional Education Board & National Center for College & Career Transitions & EDWorks. Team visited comprehensive pathways high school projects in the country. District selected EDWorks to facilitate the work for transformation beginning with

the site studies in May 2015. July 2015-District brokered a deal between Career Center & the drop-out recovery school to move the school into the career center to share space & services, offering all students career tech courses. August-District implemented four career tech programs & one advanced career tech program-global logistics-based on industry needs. Design Team meets monthly & has set the stage for the transformative process proposed. EDWorks led a session on 11/13/15 to facilitate the partnership agreements, quotes for proposed services & consultation with experts. MARCH-JUNE 2016 Convene Project Leadership Team, Communicate with stakeholders/media, Unpack grant, review/revise budget, Board approval of grant/other contracts. April: Finalize details for EDWorks training/coaching schedule, Draft project communication plan. May: Create progress monitoring database, finalize evaluation plan. Finalize project agreements/contract details. ONGOING through life of the project: Monthly Design Team Meetings, bi-weekly Project Team Meetings

22. Implementation (grant funded start-up activities)

a. Date Range MARCH 2016-AUGUST 2017

b. Scope of activities - include all specific completion benchmarks

MARCH 2016-AUGUST 2017 Ongoing: Project Leadership Team & Design Team meetings, progress monitoring. Teacher PD will be ongoing over the course of three years. EDWorks technical assistance team delivers PD on site & builds capacity to sustain and grow the work within the school-based teacher leaders. MARCH-MAY 2016 Unpack grant, hire shared success coach, create strategic plan for monitoring & connecting with students after graduation, hire ROTC teacher, purchase/issue student credentials for pilot pathways courses. June 2016: Design Team completes Harding High School innovative school design; External evaluator completes evaluation plan & baseline dashboard of indicators; communicate the new design & plan to the community. Teacher Summer Institute I-Design thinking, design challenges & student engagement. Launch bi-monthly Project Leadership Team. Launch data collection process. July: Prep classrooms for lab upgrades. August 2016: Student Summer Bridge; complete personalized learning plan for each 9th grader. September 2016-May 2017: monthly PD on brain-based instructional strategies, accelerating learning & implementing student growth plans; teachers implement three Design Challenges; complete semi-annual check of student progress toward personalized learning plan for 9th graders. June 2017: Teacher Summer Institute Two: Be the Spark! Deepening Knowledge and Skills for Acceleration. August 2017: Second Student Summer Bridge; complete personalized learning plan for each incoming 9th grader; complete and disseminate annual report to the community.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range JUNE 2017-JUNE 2021

b. Scope of activities - include all specific completion benchmarks

JUNE 2017-JUNE 2021. EVAL/COM: This phase extends across two earlier phases & includes collection & analysis of data produced in each phase, pre/post data on leadership, teacher & student growth, & process/progress data on implementation. Data considered will be both qualitative & quantitative. Leadership Team meets bi-weekly & includes Evaluator through FY22 to ensure institutionalization of program evaluation & quality of mid-course corrections. Interim progress reports will be communicated to stakeholders at the end of each semester. Team includes Communications Coordinator who will work closely with local media to publicize program progress. Superintendent will present progress toward outcomes during quarterly State of the Schools address. PROGRAM INSTITUTIONALIZATION: Professional Development (PD) will build capacity among teachers & administrators. They will become facilitators, coaches & leaders of PD in their buildings after grant period has ended. Protocols that are developed by the partners for monitoring students after graduation & school study visits will be available digitally providing a model for other districts to use for sharing lessons learned from their own implementation. September 2017- May 2018: monthly teacher PD focused on innovation, differentiation & advanced inquiry strategies; teachers implement one Design Challenge per quarter; bi-monthly Leadership Team meetings/course corrections continue; data collection & analysis continues; complete semi-annual check of student progress for 9th & 10th graders. June 2018 Teacher Summer Institute Three- Reaching High Performance. August 2018 Third Student Summer Bridge; complete & disseminate annual report to the community. Sept 2018- June 2021-Successful processes/activities will be repeated in a similar cycle as described in years following implementation. These will include new teacher/leader PD, Design & Project Team meetings to advise pathways & continued monitoring & support of graduates.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

MCS anticipates changes in process, interagency collaboration, classroom practices & how time/resources are utilized to personalize learning, increase student engagement, graduation rates, credential attainment & ensure successful postsecondary transitions. INSTRUCTION: EDworks professional development will promote development of transdisciplinary problem based learning changing instruction in 3 fundamental ways. 1-PBL pivots on real world issues that resonate with community problems solved through design of learning environments that are real to teachers and students 2-PBL blurs traditional silos of content, enabling students to solve complex problems from numerous lenses, which encouraged differentiated learning 3-PBL immerses students and teachers in a learning experience ripe with teachable moments as opposed to more traditional lecture/test event cycles. Reaching students through engaging problems & differentiated ways to demonstrate mastery reaches a broader group of students and results in deeper learning and increased academic achievement. Such instructional shifts will simultaneously increase students engagement and achievement reduce cost of remediation and prepare students to think, collaborate, problem solve and communicate- all necessary skills in today's ever changing world of work. The above instructional shifts will occur at 2 levels. First, 100% of teachers and leaders who facilitate learning at the high school will participate in

PBL training and direct coaching from EDWorks staff. Few Harding High School students have engaged in rigorous PBL learning, so staff who support their learning must be deeply versed in PBL so that students can meet their academic and postsecondary goals. 2nd- PBL will be rolled out through early adopters who train others in the school district. While the innovation incubation period will be longer, this train the trainer process will build internal capacity for critical sustainability. By 2020 all middle and high school teachers in the district will be using PBL in their classrooms. ORGANIZATION-Diploma Plus brings together schools and organizations responsible for the development of youth to collectively share resources, create efficiencies and create personalized success plans with multiple pathways to success for students who have been historically poorly served in a more traditional education setting. As an educational and economic community, Marion is committed to ensuring EVERY student graduates ready for postsecondary success. Youth will be deeply immersed in the community through PBL and work based learning. EDWorks will cause the Design Team and the leadership team to shift the way they think, further allocate resources (eg time, space, money, staff) design learning experiences maximizing engagement and prepare students to be adaptable learners for the 21st century. Leadership teams will develop knowledge, tools and supports to shift their schools from bureaucratic institutions to learning organizations. NEW PROCESSES By August of 2016, the Design Team, each educational institution and the "Plus Acceptance" team working to remove barriers after graduation, will complete a transformation plan and begin implementing those plans during the 2016-17 school year. By FY 20, all will have fully scaled their work, resulting in significantly different teaching, learning and collaboration models so they may function more efficiently and effectively while dramatically increasing student engagement, opportunity and postsecondary outcomes. Using a city-wide approach to pathways, all partners will expand access to college/career readiness and ensure all students remain on track even beyond graduation.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Dr. Tom Fry, Dynamix LLC will serve as the external evaluator; 614-218-1569 tom@dynamixllc.org The evaluation of the program will include both formative (progress monitoring) and summative evaluation.

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

The methodology of the Diploma Plus Acceptance evaluation team will use both qualitative and quantitative data, producing quarterly reports to monitor progress and allow for course corrections as needed. Qualitative data will include: student interest inventory results, staff observation data from administrator walkthroughs, student and parent surveys, and design team feedback. Quantitative data includes student performance data on state and national assessments, student academic progress toward pathway, annual graduation rates, percentage of students earning industry credentials, percentage of students earning college credit, reduction of FTE's, course offerings/progressions audit of partner institutions, and analysis of support opportunities for students not successfully employed or enrolled in post-secondary coursework. The evaluations will focus on the degree to which the model is supporting student achievement and cost-effectiveness. This will require that researchers consider how the Diploma Plus Acceptance model is: 1) aligned with college/career readiness and graduation requirements; 2) accelerating student achievement and deepening learning by meeting the academic needs of each student; 3) increasing the effectiveness of staff and expanding student access to the most appropriate learning pathway; 4) increasing the rates at which students graduate prepared for college or a well-paying career. Additionally, the research evaluation will consider the impact of the Diploma Plus Acceptance as it relates to creating the conditions for sustainability and expansion across the state, including how the model is: 1) engaging institutional and community partners; 2) leveraging institutional and community partners to increase efficiency and productivity. The evaluator will provide both annual formative and a summative evaluation that combines the longitudinal data to address progress and potential future needs to the Board of Education, Community, and the ODE. The district will apply to state conferences and forums annually to share the results of the project.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

This project replicates strengths of Straight A grants that implemented Pathways to Prosperity & Jobs for the Future recommendations, while building on the lessons learned by implementing additional supports. USEFUL TO OTHERS: Many counties in Ohio are faced with high unemployment & jobs left unfilled due to a lack of a qualified workforce. Only one county in Ohio meets the Lumina Foundation's 2025 goal to have 60% of its adults receiving a credential beyond high school. Marion City will no longer spend resources trying to get students to fit into a traditional system that does not meet their needs or employers' needs. TIME&EFFORT: EDWorks has been refining & replicating its model since 2007. Over 33 programs have been implemented in Ohio/New York using EDWorks design. This model provides a blueprint for local corporations, economic development organizations, institutions of higher education & their communities to help students earn college credit and industry credentials while in high school. Any district could partner with EDWorks to replicate this design. While Straight A funds will be used to provide a jump start supporting professional development & student materials, the idea of creating city wide partnerships that allow students to access any pathway in the city at any institution can be replicated in communities across Ohio. In order to do this successfully, the district & its partners must be committed, creative & collaborative. The partners must develop agreements that will outlast current leadership & be self-sustaining. They must creatively think about how to share space, services & resources. They must collaboratively work through

challenges & co-develop solutions that meet the needs of all partners while putting the students' needs first. They must involve business & industry to ensure that pathways provided will allow students access to relevant employment in the region. To replicate "Acceptance" beyond high school partners must commit to sharing personnel & resources to monitor graduates so that if they become unemployed, drop out of college, or otherwise experience setbacks beyond high school, the partners can help them become reengaged in the community, benefitting the social & economic success of all involved. SHARE LESSONS LEARNED: Recommendations & feedback will be provided to state agencies, the legislature & the governor's office as appropriate to enable broad adoption of successful strategies. At the Rural Education Summit in October 2015, Dr. Gratz from ODE praised Marion City Schools for Diploma Plus Acceptance model in engaging employers, designing education/training programs & building cross agency partnerships to align programs & policies that allow students to obtain courses/credentials in high-demand jobs. In October of 2015, Vice Chancellor Gary Cates from Ohio Department of Higher Education brought a team of school district, career center and higher education leaders from Middletown, OH to study the work currently accomplished with the Design Team, noting that the work is "the only way to change our state; community by community." Dr. Cates called Marion's work the "sweet spot" where communities can change the economic conditions of a region. This preliminary school study tour exemplifies the relevance of the project & district's ability to share lessons learned with other districts. Marion City will continue to host school study visits where partners & district leaders can share the transformation story. We will propose presentations at a variety of Ohio conferences including Ohio School Boards Association, Ohio Innovative Learning Environment, Ohio School Improvement Institute. SCALE Once high school transformation is completed & the initial middle school activities have begun, the district will implement a career information & advising system that exposes students as early as elementary school to a wide range of career information using a common framework.

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 agree. (See attached signed assurances) Gary Barber, Superintendent Marion City Schools 420 Presidential Drive, Suite B Marion, OH 43302 740-223-4401 gbarber@mcspresidents.org I agree. (See attached signed assurances) Veronica Reinhart, Treasurer Marion City Schools 420 Presidential Drive, Suite B Marion, OH 43302 740-223-4401 vreinhart@mcspresidents.org

Consortium Contacts

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

Partnerships

Marion City (044339) - Marion County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Dr. Greg	Rose	(740) 389-6786	rose.9@osu.edu	Ohio State Univ Marion Campus	063255	1465 Mount Vernon Ave, Marion, OH, 43302-5628	
Dr. Vicky	Wood	(740) 389-4636	woodv@mtc.edu	Marion Technical College	064527	1467 Mount Vernon Ave, Marion, OH, 43302-5628	
Dr. Tom	Fry	(614) 218-1569	tom@dynamixllc.org	Dynamix, LLC		6617 Dublin Rd, , Delaware, OH, 43065	
Debbie	Howard	513.824.6000	HowardD@edworkspartners.org	EDWorks		One W. Fourth Street, , Cincinnati, OH, 45202	
Charles	Speelman	740-389-4681	cspeelman@tririvers.com	Tri-Rivers	065268	2222 Marion Mount Gilead Rd, Marion, OH, 43302-8914	
Steve	Vanderhoff	740-387-2043	svanderhoff@rushmore.academy	Rushmore Academy	011444	2222 Marion Mount Gilead Rd, Marion, OH, 43302-9125	

Implementation Team

Marion City (044339) - Marion County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Jamie	Rawlins	Teacher Union President	Mrs. Rawlins will provide leadership and support to the project and serve to communicate progress to Marion Education Association.	Mrs. Rawlins has eleven years of experience in education. She is has taught across grade levels, including her current position as a high school teacher. Mrs. Rawlins is the President of the Marion Education Association.	Mrs. Rawlins is a current member of the Design Team, helping to guide the decision making process of pathways.	BA in Education from The Ohio State University	3	
Dr. Greg	Rose	Dean and Director, The Ohio State University Marion	Dr. Rose will provide leadership and support to the project, and serve to communicate progress to The Ohio State University at Marion.	Dr. Rose has thirty-three years of professional experience in education with twenty-two years in leadership as the Dean and Director of The Ohio State University at Marion.	Dr. Rose has extensive experience in project management, grant writing and implementation. He is a member of the Design Team.	Ph.D & MA from Michigan State University. BA from Valparaiso University	3	
Gary	Barber	Superintendent	Mr. Barber prefers to be deeply involved in all critical projects. He is responsible for ensuring that all partners and leaders are working in tandem, are making progress toward outcomes and are clear in communication on this project. He will provide a solid foundation of leadership for the team.	Mr. Barber has twenty-four years of experience and accomplishments in education including thirteen years in educational leadership.	Mr. Barber has five years of direct implementation experience for pathways initiatives in a comprehensive high school setting with high need populations. His leadership directly resulted in distinguished awards of accomplishment for pathways programs in JROTC, Career Based Intervention, DECA, and Business. Gary serves on the Ohio Department of Education's Ohio College and Career Readiness Team, in partnership with the Council of Chief State School officers, working to lead the pathways change process statewide. He has previously implemented numerous other reform projects and grants including, Race to the Top, School Improvement and Innovation grants.	Mr. Barber earned an MA from Ashland University in Education, and previously received his BA in Education from Youngstown State University	3	
Steve	Fujii	Director of College and Career Success	Mr. Fujii is responsible for overall project management and implementation. This includes	Mr. Fujii has 16 years of professional education experience in both middle and high	Mr. Fujii's background as a high school and career technical center administrator allowed him to focus on connecting poverty level students with	MS in Educational Policy & Leadership, Ohio State University, BA	100	

			program design, professional development, equipment acquisition, Design Team, and community relations with the staff, families and community organizations connected with the district.	school. During his ten years in leadership roles, he has worked extensively in Career Centers and high schools. His prior experience and current role as the Director of College and Career Success for Marion City Schools makes him an obvious choice to launch this initiative.	career opportunities. He has extensive experience partnering with local community organizations and industry to further opportunities for students including work-based learning, an integral component of this project. Mr. Fujii spent six years in Active Military Duty as an officer responsible for training or personnel, and care of government equipment valued at 10 million dollars.	from Ohio Northern University		
Dr.	Wood	Vice President, Chief Academic Officer, Marion Technical College	Dr. Wood will provide leadership and support to the project, and serve to communitate progress to Marion Technical College.	Dr. Wood has eighteen years of leadership as vice president and chief academic officer, dean and associate dean at Marion Technical College. Dr. Wood has received the National Athena Leadership Award.	Dr. Wood has administered grants from the following organizations: Perkins, Ohio Department of Higher RAPIDS, Tech Prep Central Region, Career Technical Education Pathways, Ohio Board of Nursing, Adult Basic Literacy Education, Ohio Means Internships and Co-ops, Secondary Career-Technical Alignment, Marion Community Foundation	Ph.D. in Higher Education Leadership, University of Toledo, M.Ed. Bowling Green State University, BS in Education Ashland University	3	
Dr. Tom	Fry	Evaluator	Dr. Fry is responsible for compiling data from all aspects of the project and producing reports that guide the progress of the project.	Dr. Fry has over 20 years in education, 13 of which he was a director of data, research and accountability. He has presented nationally regarding the use of student projections to drive instruction, value-added analysis at the school and teacher level, and his dissertation explored the relationship between teacher value-added data in reading and math and the TeacherInsight screening instrument.	Administrator responsible for data analysis and research for 13 years in two high achieving school districts, Olentangy Local Schools and Granville Exempted Village SD. The past two years Tom has worked with school districts across the state on data analysis and served as an external grant evaluator.	Doctorate in Educational Leadership from Ashland University, 2013.	30	
Amy	Wood	Director of Educational Programs & Grants	Mrs. Wood is responsible for grant oversight and compliance. She will communicate with Dr. Fry and Mr. Fujii to compile data and compliance documents for the	Mrs. Wood has eighteen years of combined professional education experience; seven years in educational administration, including her current role as the Director of Educational	Mrs. Wood plans, directs and administers competitive grant-funded programs for Marion City Schools. Mrs. Wood is responsible for pre-award grant writing, coordination of grant applications, as well as post-award support for staff in charge of grant-funded projects. Mrs. Wood	MA in Curriculum & MEd in Educational Leadership, University of Cincinnati. BA in Education, Ohio Wesleyan University	10	

			project.	Programs and Grants for Marion City Schools.	supervises and evaluates program personnel, oversees operations and ensures federal and state compliance for programs. Mrs. Wood has implemented three 21st Century Community Learning Center grants, Community Connectors and McKinney Vento. Mrs. Wood has written, planned and overseen several other grant-funded projects including Cultural Competency Grans, Innovations Grants and Technology Integration Grants.			
Debbie	Howard	Chief Operating Officer, EDWorks	Mrs. Howard will provide overall leadership to the EDWorks technical assistance team, troubleshooting challenges and ensuring professional development goals are met.	Mrs. Howard has 35 years of experience in education and nonprofit management.	Mrs. Howard leads the day-to-day operations of EDWorks. She was invited to participate in the invitation-only White House Summit on Next Generation High Schools and the National Science Foundation Forum on Next Generation STEM Learning in Washington, D.C. in November 2015. Mrs. Howard also has responsibility for EDWorks' research and development work, concentrating on product design and innovation, evaluation and quality control. She blends her unique knowledge and experience in the field of education, non-profit and corporate sectors to help transform public education. Deborah was a primary architect of KnowledgeWorks Foundation's Ohio High School Transformation Initiative and the Ohio Early College Network. Before joining KnowledgeWorks Foundation, she was Executive Director of the Cleveland Education Fund (CEF), a technical assistance and grant-making body, which focused its efforts in school library development; K-16 networking of mathematics and science educators and corporate partners; and teacher professional development in literacy, mathematics, science and technology. Before moving to Ohio in 1994, Deborah	MA Educational Leadership, St. Mary's University, BA St. Mary's University	3	

					served on the Superintendent's Cabinet in North East Independent School District, San Antonio, Texas. Her early career included work in higher education, economic development, chamber of commerce management.			
Miles	Burson	Director of State and Federal Programs	Mr. Burson is responsible for project budget management. He will work in partnership with the district treasurer to ensure fiscal compliance for the project.	Mr. Burson has over forty-five years of combined educational experience with thirty-six years in administration as a superintendent, director, and principal. He has served in his current role as Director of State and Federal programs for Marion City Schools for fifteen years.	Mr. Burson plans, direct and administers state and federal entitlement grants for Marion City Schools. Mr. Burson has also written and implemented competitive grants. Grant experience includes: Race to the Top, Etech (American Recovery and Reinvestment Act Title IIB) Title I, Title IIA, IDEA, 21CCLC, Early Childhood Grants, School Improvement Grants and McKinney Vento grants.	MSED in administration from Wright State University	5	
Becky	Gilliam	Community Relations Coordinator Office of College and Career Success	Mrs. Gilliam is responsible for the coordination of the business, industry and community partners working with the Pathways project. Mrs. Gilliam primarily serves as a point of contact for each of those entities and the district. She will be responsible for project communications to all stakeholders.	Mrs. Gilliam has fifteen years of experience as the Communications Coordinator for Marion City Schools.	Mrs. Gilliam is a member of the Design Team. She is now completely dedicated to communication for the Office of College and Career Success. Her vast experience with community partners and local media will ensure outstanding communication of this project.	Mrs. Gilliam is a graduate of DECA, a pathways program that prepares emerging leaders and entrepreneurs in marketing, business and finance.	100	
Kirk	Koennecks	Principal, Harding High School	Mr. Koennecke is responsible for the management of the primary program site, day to day building management and to support project concept design as the project evolves and is integrated into the high school schedule.	Kirk has 20 years in education, 11 years in leadership. His roles have included principal and athletic director.	Kirk has implemented numerous grants as a principal including eTech, NEC, SmarterKids and 21CCLC.	MA in Educational Administration from John Carrol University, BS in Education The Ohio State University	20	
Mike	McCreary	Board of Education Member	Mr. McCreary will provide leadership and support to the project, and serve to communicate	Mr. McCreary has forty-one years of experience in education. Twenty-six years have been in building level	Mr. McCreary is a Marion City Schools board member. Previously he was the principal of Harding High School. He has implemented eTech	MA in Educational Leadership from Bowling Green State University, BA	3	

			progress to the Board of Education at Marion City Schools and Tri-Rivers Career Center.	administration.	ARRA technology integration grants and Innovations grants at the building level, bringing a wealth of grant and project implementation experience to the project. Mr. McCreary serves as a board member for the Tri-Rivers Career Center, a partner in this application.	Education The Ohio State University		
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