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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.*

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| Year 3     |                         | K | 3 |
|------------|-------------------------|---|---|---|
|            |                         |   | 2 | 3 |
|            |                         | 4 |   |   |   |
|            |                         | 291|   |   |   |

| Year 4     |                         | K | 4 |
|------------|-------------------------|---|---|---|
|            |                         |   | 3 | 3 |
|            |                         | 4 |   |   |   |
|            |                         | 279|   |   |   |

| Year 5     |                         | K | 5 |
|------------|-------------------------|---|---|---|
|            |                         |   | 3 | 3 |
|            |                         | 4 |   |   |   |
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 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:

- 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
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. Edvantage & 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
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 FY 20 and one position in FY 22 (see FIT table section B) for a total reduction of 1,274,060. Personnel costs will reduce by: $115, 764 FY 18, $115, 764 FY 19, $173,646 FY 20, $173,646 FY 21, $231,558 FY 22 - Fringe benefits will reduce by: $66,236 FY 18, $66,236 FY 19, $99,354 FY 20, $99,354 FY 21, $132,472 FY 22. **Outcome 2:** The District will re-allocate $242,912 in funds by the end of FY 22 from purchased services.
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.

The District will reduce personnel costs by reducing four total staff positions. Two staff positions in FY 18, one position in FY 20 and one position in FY 22 (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 reallocate $242,912 in funds by the end of FY 22 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 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 preschool 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.

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 FY 20 and one position in FY 22 (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 reallocate $242,912 in funds by the end of FY 22 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 ($24,278,560). -Reduce fringe benefit costs by $66,236 baseline ($10,154,701). -Reduce purchased services by 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 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 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 disciplinary 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...*
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 exist 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 prepare a plan to identify successes and challenges to the project. - 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
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


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
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: EWorks 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
25. 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, processes, 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, benefiting 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
No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
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<th>Email Address</th>
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<tbody>
<tr>
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<td>Dr. Tom</td>
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<td>(614) 218-1569</td>
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<tr>
<td>Jamie</td>
<td>Rawlins</td>
<td>Teacher Union President</td>
<td>Mrs. Rawlins will provide leadership and support to the project and serve to communicate progress to Marion Education Association.</td>
<td>Mrs. Rawlins has eleven years of experience in education. She has taught across grade levels, including her current position as a high school teacher. Mrs. Rawlins is the President of the Marion Education Association.</td>
<td>Mrs. Rawlins is a current member of the Design Team, helping to guide the decision making process of pathways.</td>
<td>BA in Education from The Ohio State University</td>
</tr>
<tr>
<td>Dr. Greg</td>
<td>Rose</td>
<td>Dean and Director, The Ohio State University Marion</td>
<td>Dr. Rose will provide leadership and support to the project, and serve to communicate progress to The Ohio State University at Marion.</td>
<td>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.</td>
<td>Dr. Rose has extensive experience in project management, grant writing and implementation. He is a member of the Design Team.</td>
<td>Ph.D &amp; MA from Michigan State University, BA from Valparaiso University</td>
</tr>
<tr>
<td>Gary</td>
<td>Barber</td>
<td>Superintendent</td>
<td>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.</td>
<td>Mr. Barber has twenty-four years of experience and accomplishments in education including thirteen years in educational leadership.</td>
<td>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.</td>
<td>Mr. Barber earned an MA from Ashland University in Education, and previously received his BA in Education from Youngstown State University</td>
</tr>
<tr>
<td>Steve</td>
<td>Fujii</td>
<td>Director of College and Career Success</td>
<td>Mr. Fujii is responsible for overall project management and implementation. This includes</td>
<td>Mr. Fujii has 16 years of professional education experience in both middle and high</td>
<td>Mr. Fujii's background as a high school and career technical center administrator allowed him to focus on connecting poverty level students with</td>
<td>MS in Educational Policy &amp; Leadership, Ohio State University, BA</td>
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<tr>
<td>Dr.</td>
<td>Wood</td>
<td>Vice President, Chief Academic Officer, Marion Technical College</td>
<td>Dr. Wood will provide leadership and support to the project, and serve to communicate progress to Marion Technical College.</td>
<td>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.</td>
<td>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</td>
<td>Ph.D. in Higher Education Leadership, University of Toledo, M.Ed. Bowling Green State University, BS in Education Ashland University</td>
</tr>
<tr>
<td>Dr.</td>
<td>Tom</td>
<td>Evaluator</td>
<td>Dr. Fry is responsible for compiling data from all aspects of the project and producing reports that guide the progress of the project.</td>
<td>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 Teacher Insight screening instrument.</td>
<td>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.</td>
<td>Doctorate in Educational Leadership from Ashland University, 2013.</td>
</tr>
<tr>
<td>Amy</td>
<td>Wood</td>
<td>Director of Educational Programs &amp; Grants</td>
<td>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 project.</td>
<td>Mrs. Wood has combined professional education experience; seven years in educational administration, including her current role as the Director of Educational Programs.</td>
<td>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.</td>
<td>MA in Curriculum &amp; MEd in Educational Leadership, University of Cincinnati. BA in Education, Ohio Wesleyan University</td>
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Mrs. Wood 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 Grants, Innovations Grants and Technology Integration Grants. 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 Grants, 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 completed her MA in Educational Leadership, St. Mary’s University, BA at St. Mary’s University.

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<th>Name</th>
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<th>Biography</th>
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<tr>
<td>Miles Burson</td>
<td>Director of State and Federal Programs</td>
<td>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, directs, 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.</td>
<td>MSED in administration from Wright State University</td>
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<td>Becky Gilliam</td>
<td>Community Relations Coordinator Office of College and Career Success</td>
<td>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.</td>
<td>Mrs. Gilliam is a graduate of DECA, a pathways program that prepares emerging leaders and entrepreneurs in marketing, business and finance.</td>
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<td>Kirk Koennecks</td>
<td>Principal, Harding High School</td>
<td>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.</td>
<td>MA in Educational Administration from John Carroll University, BS in Education The Ohio State University</td>
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<td>Mike McCreary</td>
<td>Board of Education Member</td>
<td>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</td>
<td>MA in Educational Leadership from Bowling Green State University, BA</td>
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<td>progress to the Board of Education at Marion City Schools and Tri-Rivers Career Center.</td>
<td>administration.</td>
<td>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.</td>
<td>Education The Ohio State University</td>
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