Budget

Lawrence County ESC (047910) - Lawrence County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (70)

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

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	585,900.00	0.00	0.00	27,457.00	613,357.00
Governance/Admin	87,500.00	21,875.00	300,185.00	0.00	0.00	0.00	409,560.00
Prof Development	0.00	0.00	477,063.00	0.00	0.00	0.00	477,063.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	87,500.00	21,875.00	1,363,148.00	0.00	0.00	27,457.00	1,499,980.00
						Adjusted Allocation	0.00
						Remaining	-1,499,980.00

Application

Lawrence County ESC (047910) - Lawrence County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (70)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Connect for Success: A Shared Student Support System for Lawrence Co Students

2. Project Summary: Please limit your responses to no more than three sentences.
Lawrence County ESC, districts & career center reduce attainment gaps by an evidence-based advising/mentoring system for all 6-12 students

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

Pre-K Special Education	K	1	2	3
4	5	721 6	705 7	741 8
764 9	711 10	756 11	792 12	

Year 1

Pre-K Special Education	K	1	2	3
4	5	6	721 7	705 8
741 9	764 10	711 11	756 12	

Year 2

Pre-K Special Education	K	1	2	3
4	5	756 6	792 7	721 8
705 9	741 10	764 11	711 12	

Year 3

Pre-K Special Education	K	1	2	3
4	5	711 6	756 7	792 8
721 9	705 10	741 11	764 12	

Year 4

Pre-K Special Education	K	1	2	3
4	5	764 6	711 7	756 8
792 9	721 10	705 11	741 12	

Year 5

Pre-K Special Education	K	1	2	3
4	5	741 6	764 7	711 8

756 9	792 10	721 11	705 12

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.

This ESC managed shared services system integrates five evidence-based interventions that enable participating schools to better support and prepare their students for postsecondary success. This program can serve as an example for a role to be played by other Educational Service Centers in their area and how it can work to bring districts together to combat a common problem. We particularly see impact for neighboring ESCs - South Central, Gallia-Vinton County, and Ross-Pike, who combined serve more than 30,000 students, as they face many of the same obstacles to overcoming educational attainment gaps, particularly those students who are economically disadvantaged. It can serve as a model for other rural districts across Ohio. Specifically through connections with the 27 district Ohio Appalachian Collaborative this model can help 24,000 additional students. Program components can be replicated in rural regions of Ohio with significant low-income populations.

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

First and last name of contact for lead applicant
James Payne

Organizational name of lead applicant
Lawrence County Educational Service Center

Address of lead applicant
111 S. 4th Steet #3 Ironton, OH 45638

Phone Number of lead applicant
(740) 532-4223

Email Address of lead applicant
james.payne@lc.k12.oh.us

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

Due to geographic isolation and high poverty, Lawrence County faces persistent educational opportunity challenges. By 2020 this region is expected to add 25,000 jobs, a 7.5% increase. [1] Growth will be led by the education and health service industries. Manufacturing, retail, accommodations, food service, and construction jobs will also grow. It is important to prepare students for today's jobs of today and prepare them for the jobs of tomorrow. According to Complete College America, Ohio has a 23% skills gap, meaning that of forecasted jobs for 2020, a significant number of the state's current and future adult population will lack basic training and education needed to fill them[2]. In 2013, 85% of residents possessed a high school diploma - three percent less than the state average of 88.5%. Beyond high school, the county must also confront their 14.9% college degree attainment rate which is more than ten percent below the state level of 25.2%.[3] Other key statistical factors are high college remediation rates and inadequate 9th grade credit attainment. Lawrence County currently lacks a comprehensive approach for addressing these attainment and skills gap issues. Individual districts are hard-pressed to provide the non-

academic systems of support to build student hope, agency and engagement. An integrated student support system-Diagnostics, Pathways, Mentoring, and Advising-coordinated by LCESC and empowering the districts can help turn things around. A flexible and shared student support system that better connects Lawrence County students with local college & career opportunities is beneficial to the future livelihood of our students as well as the economic growth of the region. [1] http://ohiolmi.com/wa/2014JobsOhio/Workforce_Analysis_Southeast_Region.pdf, p. 17 [2] http://www.battelleforkids.org/learning-hub/learning-hub-item/to-address-the-skills-gap-we-need-to-rethink-college-and-career-preparation [3] http://quickfacts.census.gov

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

This project will result in a scalable, sustainable and integrated college & career ready student support system based on five evidence-based interventions: a) skill & interest diagnostics for every student; b) personalized success pathways for every student; c) weekly advisor/advisee support; d) intensive mentoring and leadership development; and e) regular PD for educators around highly effective advising and social, emotional learning. Led by the Lawrence County ESC, this project develops a comprehensive college & career readiness system that engages all 7 of its districts, the Lawrence County Academy and Collins Career Technical Center. Our approach to student achievement includes an understanding of the whole child. Three core elements-pathways, mentoring and advising-will be developed collectively and with flexibility for districts in mind. Each district will have design teams focused on these three elements. Pathways Four model pathways will integrate rigorous curriculum and real-life work experience, established around business sectors from the region-Arts & Communications, Business & Entrepreneurship, Health & Human Services and STEM-they also are linked to all 16 of Ohio's career fields. Mentoring Exposure to real employment opportunities in the region is important. LCESC will engage local industry and institutes of higher education in a countywide mentoring program, beginning in grade 8, providing students first-hard work experiences. Letters of support from partners are provided. Advising A redesigned school day will carve out dedicated advising time; connecting each student with a faculty advocate weekly to learn life skills, provide social and emotional supports, and address barriers to personal success. The LCESC, with the help of experts, will implement a consistent countywide advising program while also addressing each district's needs. Teachers will be trained in advising, mentoring and pathways through face-to-face trainings and 10 PD modules-3 advisor/advisee, 3 mentoring, 2 pathways and 2 diagnostics (created by teachers). There will be 2 PD days for teachers in August and June of the first year, and one for principals, career coaches, and counselors to educate them on core elements and necessary refinements. SAGE assessments, given each year in grades 6-12, provide a picture of a student's skills and aspirations through diagnostics that include an interest inventory and aptitude test. Using these diagnostics districts will be able to adapt pathway, mentoring and advising support systems for their students. For students from a high-poverty region like Lawrence Co. it is critical to reduce the economic and personal cost of bad college and/or career matches. Growing college student debt is a national problem particularly for low income families and students. Students will use what they have learned about themselves through to practice real world skills at an annual college & career readiness event held by the LCESC, providing opportunities for writing college essays, mock interviews, building a resume or LinkedIn profile, and connecting with local businesses. Each participating district will select five 10th graders each year to participate in a summer workshop led by the iBelieve Foundation. Held on college campuses in the region, this workshop teaches leadership, communication and problem solving skills while exposing Appalachian students to college life. Students will attend three years in a row to continue building on the skills developed in the first summer, as well as building a cohort of student leaders in each district focused on post-secondary success. A student to student leadership support system will be developed. Electronic Personal Education Plans will be developed for each student enabling them to track their data including their interest inventory, aptitude test, pathway courses, etc.

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.

This project will focus on the following student achievement outcomes-increased graduation rates, decreased 9th grade course failures, increased percentage of college-going students, and a decreased need for remediation in college. By increasing exposure and engagement around viable college and career opportunities in the region beginning in 6th grade and running through high school graduation districts will have a more engaged student population with a greater sense of hope, agency and persistence. These student achievement outcomes are linked to key state policies and programs around career connections and college credit plus. Programs such as college credit plus allow students to obtain college and high school credit at the same time increasing the likelihood of students going to college and decreasing the need for remediation. However for such programs to be successful, particularly in places of high poverty, there need to be systems of support that focus on the non-academic barriers and opportunities for successful student achievement. Our project will focus on the development of key student non-academic behaviors for greater achievement such as hope, agency and persistence. Research shows that teachers properly trained in student advising particularly regarding social and emotional learning issues, can make a huge difference in student success. Preparing teachers on how to implement new programs is a key to both their success and that of the student. When teachers receive well-designed professional development, an average of 49 hours spread over six to 12 months, they can increase student achievement by as much as 21 percentile points.[1] Through this program there will be an initial two day workshop, 10 online modules, and an additional one day at the end of the first year. LCESC will support job-embedded PD to each school to strengthen the success of this project. [1] http://stanford.io/1O0R43c

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.

1) Failure is Not an Option. Beginning in 2016 each district will develop stretch goals around forthcoming preparation measures on the state report card including college graduation, demographics of college enrollees, workforce and military enlistment. 2) It Starts with Diagnostics. The SAGE diagnostics will provide benchmarks along the way to clarify and align student interests. The diagnostics will uncover learning styles and better educate students on their aptitudes and interests. 3) Pathways are Personal. By engaging students starting in the 6th grade, this program will increase engagement and build success pathways. Using four model pathways, district pathway design teams will personalize the pathways for their district based on their curriculum, or other offerings and increase student engagement. 4) Mentoring is Fundamental. The mentoring program will be served by active and engaged mentors from local business and institutes of higher education making students feel connected to numerous college and career opportunities. 5) School Time Must Be

Redesigned. A redesigned school day with dedicated advisor/advisee time will have positive impacts on student achievement as well as student behavior issues that may affect their academic performance. 6) Out of School Time Needs Attention. By reinforcing in-school components with out of school activities such as the college and career readiness event and iBelieve student leadership workshop, students can grow real world learning skills that can help them achieve success for whatever college and/or career path they choose. Taken together, these six assumptions provide the glue that connects our efforts. We believe that every student in Lawrence County has the right to pursue a good education. We believe that we have a better chance of realizing this goal if we work together around evidence-based interventions that are results-driven and cost effective.

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

We recognize we are sometimes program rich and system poor in how we approach support of student success. While we have numerous programmatic efforts to test some of the assumptions laid out here, what we hope to do through the Straight A grant is systematize and integrate our efforts around evidence-based practices. 1)Failure is Not an Option. Lawrence County districts have a rich history of coordinating through their local ESC. Mentoring program components have been tried out over the years leading to the shared recognition that mentoring is not enough, can be too expensive in terms of time and money and needs to be a part of a more comprehensive approach. 2)It Starts with Diagnostics.The SAGE assessments are provided by one of the project partners, Collins Career Tech. 3)Pathways are Personal. A study by the American Institute for Research (AIR) on Promoting College and Career Readiness notes that college and career readiness is quickly becoming the key priority for K12 education. AIR notes that it is important that students be provided an opportunity to begin pathway exploration early so that they can select the pathway that best fits their interests, skills, and aspirations. According to a survey of high school dropouts,"Eighty-one percent of respondents said that if schools provided opportunities for real-world learning (internships, service learning projects, and other opportunities), it would have improved their chances of graduating from high school (The Silent Epidemic, Gates Foundation; 2006). According to a 2014 National Center for College and Career Transitions report, schools and districts implementing a pathways strategy saw graduation rate increases of 10% to 15%. Several of our districts have developed an array of programs that focus on career exploration. For example, several schools in Lawrence County have an optional Career Research Class where students can explore careers based on their assessments and design a personal success plan. 4) Mentoring is Fundamental. Supporting pathways through mentoring leads to student success. According to the National Mentoring Program, research confirms that quality mentoring relationships have powerful positive effects on young people. Young adults who were at-risk for falling off track but had a mentor are 55% more likely to enroll in college. 3 Lawrence County Districts are in High Schools that Work, an evidence-based improvement program with a strong career guidance and advising component. 5 of the 7 middle schools are in Making Middle Grade Work improvement which includes an emphasis on work-based learning. 5)School Time Must Be Redesigned.The AIR report also highlights the importance of investing in dedicated advising time for students on career pathways and opportunities. In the Silent Epidemic Study, students were asked why they dropped out of high school. Many stated that they felt no one at their school would even notice if they were gone. Advisor/Advisee programs ensure that every student is noticed, greeted, and checked on weekly. Advising programs affect more than dropout rates. Discipline referrals drop significantly after redesigning school time to include a daily student advisory program.* 2 districts participating in this grant have implemented advisor/advisee programs. Each approached their program different but with great success. Ironton Schools began implementing their program in 2009, serving a portion of their student population. Using a redesigned school day, students meet with their advisor once a week focusing on academic coaching. Rock Hill has implemented advisor/advisee focusing on curriculum to be covered each week. 6)Out of School Time Needs Attention. Students engaged in summer leadership workshops hosted by the iBelieve Foundation come from 32 counties in Appalachian Ohio since 2010. 100% of workshop attendees have gone on to college. They all are currently enrolled with first cohort set to graduate in spring 2017. *http://bit.ly/1OtyGEN

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).

Progress Measures - Districts adopt a redesigned school day for dedicated advising time for teachers/staff working with students on career and college guidance. - Teachers are well prepared to facilitate student advisory program. - Four pathways are created and personalized to each district. - Mentoring program has been developed and implemented. - Students from each district participate in iBelieve summer leadership workshop - Increase graduation rates - Increase rate of students going to college - Decrease course failure rate in 9th grade - Decrease college remediation rates Evaluation Plan Success Indicators: - Graduation Rate: Measured by a 4-year longitudinal graduation rate. Source: ODE local report card data. Data Collection: A 2-year pre-implementation baseline will be established and annual data collection. - College Enrollment: Measure by college enrollment data for all students graduating from one of the 7 districts. Data Collection: A 2-year pre-implementation baseline will be established and annual data collection, starting in Year 2. - College Persistence: Measured by college persistence data (second semester and yearly persistence) for all students graduating from one of the 7 districts and enrolled in postsecondary education. Data Collection: A 2-year pre-implementation baseline will be established and annual data collection, starting in 2nd semester of Year 2. - College Completion: Measured by college completion data (2-year, 4-year, and certificate programs) for all students graduating from one of the 7 districts and enrolled in postsecondary education. A 2-year pre-implementation baseline will be established and annual data collection, starting in Year 3. - College Remediation Rate: Measured by rates of enrollment in developmental math and English for all students graduating from one of the 7 districts and enrolled in postsecondary education. Data Collection: A 2-year pre-implementation baseline will be established and annual data collection,

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

Graduation (4yrs)- Chesapeake (93.8%), Dawson-Bryant (90.4%), Fairland (95.5%), Ironton (90%), Rock Hill (88.6%), South Point (90.9%), Symmes Valley (86.1%), Collins (N/A), Lawrence Co Academy (45%) %College Going- Chesapeake (14.8%), Dawson-Bryant (29.4%), Fairland (21.88%), Ironton (42.9%), Rock Hill (31.3%), South Point (15.2%), Symmes Valley (18.3%), Collins (34.9%), Lawrence Co Academy (N/A) 9th Grade Courses Failed- Chesapeake (55), Dawson-Bryant (22), Fairland (26), Ironton (22), Rock Hill (11), South Point (27), Symmes Valley (6), Lawrence Co. Academy (32), Collins (N/A) % of 9th Grade Students Failing Courses -Chesapeake (20.9%), Dawson-Bryant (7.6%), Fairland (8.1%), Ironton (14.7%), Rock Hill (7.3%), South Point (14.1%), Symmes Valley (7%), Lawrence Co. Academy (55.0%), Collins (N/A) % of college-going students from each district that need remediation % Taking Developmental Math or English- Chesapeake (54%), Dawson-Bryant (33%), Fairland (39%), Ironton (53%),Rock Hill (37%), South Point (41%), Symmes Valley (36%) % Taking Developmental Math- Chesapeake (46%), Dawson-Bryant (30%), Fairland (18%), Ironton (41%), Rock Hill (30%), South Point (12%), Symmes Valley (27%) % Taking Developmental English- Chesapeake (23%), Dawson-Bryant (15%), Fairland (29%), Ironton

(20%), Rock Hill (17%), South Point (35%), Symmes Valley (27%) % Taking Both Math and English- Chesapeake (15%), Dawson-Bryant (11%), Fairland (7%), Ironton (8%), Rock Hill (10%), South Point (6%), Symmes Valley (18%)

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

We believe we have designed the project so that we can adapt evidence-based interventions to local conditions in each district allowing for regular recalibration to attain desired outcomes. Our evaluation system will show us when and where we need to adjust. 1) Failure is Not an Option. Risk: Collaborative leadership wanes due to turnover and/or distractions. Mitigation: Project designed to connect and support role alike leaders from teachers and principals serving on design teams to central office personnel serving in liaison roles. We will create a web of leaders who are dedicated to the successful implementation of the project across all partners. 2) It Starts with Diagnostics. Risk: People do not understand and/or use the data. Mitigation: On-line PD module required for all key participants on diagnostic data use. Design team members and liaisons will regularly encourage and nudge their systems to use data appropriately. Project will be governed by a Management and Evaluation Team led by the LCESC and includes pertinent district leadership. Diagnostic tool can change if districts are not harvesting the information they need. 3) Pathways are Personal. Risk: Each district has different resources and capacities to offer curriculum identified in model pathways. Mitigation: Model pathways can be adapted to fit each district's circumstances. 4) Mentoring is Fundamental. Risk: Inability to identify and secure enough local mentors. Mitigation: Power of collaborative action creates more mentoring opportunities and resources from across the county and beyond. 5) School Time Must Be Redesigned. Risk: Resistance to changing school schedules. Mitigation: Sharing local stories of how peer districts make it work. 6) Out of School Time Needs Attention. Risk: Students are unaware and/or do not participate in leadership development opportunities. Mitigation: College students who participated in the program will be recruited to serve as ambassadors to the program.

☐ 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.

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.

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. 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).

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

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

☐ 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 indictor 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.

A shared system infrastructure that allows for district adaptability with lead support by LCESC will increase quality, scale and sustainability. Building each component in each district would be both cost and time prohibitive. Efficiency is particularly found in the development of pathways and mentoring which are developed on regional information then adapted to the offerings of each district. The planning and maintenance costs are greatly reduced. LCESC is developing partnerships with local business and higher education leveraging the needs of the county as a whole. An advising program that provides the necessary guidance and framework for districts but allows them to implement it within their structure will lead to the greatest impact. Some schools in the county are currently participating in some form of advisor/advisee. This collective approach will allow them to identify other best practices to refine and enhance what they are currently doing. For those districts for which this is new will be able to learn from their peers as well as other experts on redesigning the school day and implementing advising programs. The cost of planning and executing PD days is greatly decreased by rolling out a coordinated intervention. By developing online professional development modules with the assistance of teachers in the districts, the ESC can continue to use these materials for new staff at no additional cost. This need for less PDs in each individual district and the use of online learning modules means less time for teachers out of the classroom. Regular meetings of district liaisons to the project will open the lines of communication for sharing best practices. The ability to scale and implement in all districts, this coordinated and collective intervention will lead to a greater collective impact on the overall economic health of the region. We can build this program together at less cost with greater local buy-in.

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.

1) All Partners Want Cost Efficiencies. All seven districts have expressed the same need for their students to have greater exposure to college and career opportunities in their region. With a coordinated approach led by the LCESC, this problem can be combated in a more cost effective and lasting way to prepare their students for the world of tomorrow. 2) All Partners See A Growing Problem. There is a belief that students are not only unaware of the opportunities but more importantly, they are unaware of what the road is to attain that opportunity. By developing regional college and career pathways and mentoring programs, supporting by advising and data from assessment this can be overcome. 3) All Partners Know the Value of Collaborative Efforts through LCESC. Each district has tried to broach these issues through various means but the cost of implementation has been a barrier to some. By creating this program together, the districts will save the time, money, and energy it would have taken to develop each element on their own. There is also cost-savings to be found in the maintenance of this program by housing it centrally. By developing a county-wide system of support that lives with Lawrence County Educational Service Center, district sustainability costs are very manageable.

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.

Districts and the ESC have collaborated around evidence-based improvement programs in the high school, High Schools that Work and middle schools, Making Middle Grades Work. Both programs are built on a set of best practices that align nicely with this Straight A project: a) Culture of Continuous Improvement; b) High Expectations for Every Student; c) Work-Based Learning; d) Intensive Career Guidance; e) Mini Career Tech Pathways; and, f) Teacher Collaboration. A shared services approach similar to what is envisioned in this grant has occurred in the Ohio Appalachian Collaborative (OAC) with great success. Made up of 27 rural districts, the OAC is an area with similar demographics and challenges as Lawrence County. The OAC sought innovation investments based on this partnership which made it possible to give teachers more opportunities for professional learning about formative instructional practices, the use of value-added data to adjust their instruction, college and career readiness planning, and change leadership. It also connected them with peers in other districts who they can learn from, and helped increase the number of advanced classes offered across the collaborative. Those efforts are paying off: the graduation rate among the districts increased from 85 percent to 92 percent, more students are earning college credits while still in high school, more students are taking the ACT college entrance examination, and college enrollment is up.[1] These successes have been highlighted repeatedly by the U.S. Department of Education and other national rural education reform organizations. A study by the American institute for Research on CORE districts (California Office of Reform Education) highlights that part of the power of cross-district collaboration may be that it changes the way educators approach their jobs. The relationships can free educators from the silos that traditionally isolate districts from one another and create access to more support and information than they previously could access, thus enabling leaders to act more efficiently and effectively.[2] The study also quotes a superintendent who says "Collaboration is a tool. Collaboration isn't the goal. [Work together requires] being very clear about what your goal is and why you're collaborating, then getting very focused on that." By identifying a challenge that exists in similar forms across districts and addressing that challenge as a team, districts can anchor their efforts in something concrete. This cross-district collaboration in Lawrence County brings all districts together to combat a common problem. By collaborating they can get it done faster, better and cheaper. [1] http://sites.ed.gov/progress/2015/02/rural-district-collaboration-increases-opportunities-for-ohio-students-and-teachers/ [2] http://www.air.org/sites/default/files/downloads/report/CORE-Cross-District-Collaboarion-Brief-August-2015.pdf

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.
These should be measureable changes, not the accomplishment of tasks.
Example: consolidation of transportation services between two districts.

In order to maximize the best practices of each of the coordinating districts it will be important for them to connect on the following indicators: - Coordination of county-wide college and career readiness programs - Shared professional development creates an environment for collaboration among the districts and will strengthen the program. - Greater county-wide awareness of college and career readiness opportunities. Evaluation Plan Indicators: The qualitative framework for this evaluation will employ a single case study design with multiple and embedded units of analysis (Yin, 1994). The project can be defined as a single case because districts have similar

conditions (e.g. shared economic context, historically low college going and educational attainment rates). The qualitative data will be collected through ongoing document reviews, periodic semi-structured interviews with school district personnel, students, parents, and project partners, collaboration inventories, and surveys to collect. The case study will provide a rich description of the shared services activities such as professional development implementation, student career exploration, career pathway development, mentoring, and partnerships with the private sector.

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.

Success of a shared implementation will be measured on a variety of data points including: - Number of students participating in county-wide mentoring program - Number of districts participating in county-wide mentoring program - Number of students participating in annual college and career readiness event held by the LCESC - Number of meetings of district liaisons that help foster communication and support for all participating districts. - Number of districts implementing pathways

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

This program is built with flexibility for districts in mind so each may adjust their course as needed throughout the program on any of its components. This flexibility is key as it will allow for adjustments in one district without affecting others who may be achieving the desired results. We have made the assumption that quarterly meetings of district liaisons is sufficient for collaboration among the districts. It may be decided that less or more may be needed to fully have a county-wide impact and to ensure integrity in the roll out of each component. The assumption has also been that this program, serving shared needs, is best housed with LCESC. Should that not prove true, capacity built through this grant in each district will allow the program to carry on.

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
- [x] 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.

1,499,980.00 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.

Salary and Benefits: -Project Manager-$87,500-For Salary and benefits to oversee coordination and execution of this program. As well as $21,875, for salary and benefits for a portion of LCESC staff time. Purchased Services: -SAGE Diagnostics Grades 6-12--$47,160 or $8/student - For materials and administration of the interest inventory of assessments in grades 6-12 with two assessments occurring in grade 7. An additional $20,000 for assistance with implementation and assessment of results. -Pathway Optimization: Design Team- $5,000/district. These teams will work to develop and personalize the model pathways that are developed. Pathway Design Support and Coordination --$48,000- Site visits and consulting on developing the four model pathways and personalizing their use for each district for implementation. -Mentoring Program: Mapping Design Team $5000/district- These teams will work to develop and personalize the mentoring program for their district needs. Mapping Delivery- $37,640 or $10/student-Mapping of student skills and interests to mentoring opportunities and training and information for mentors to begin in 8th grade and run through 12th grade. Mapping Consulting-$32,250- In coordination with district design teams and ESC, BFK will assist with mapping the mentoring program and connecting these opportunities and pathways. -District Liaison- $9,375 per district to coordinate implementation of this program in their district. -iBelieve Immersion- $300/student attendee for 5 summers- 5 sophomores from 7 districts in summer 2016, 5 sophomores and 5 juniors from 8 districts in summer 2017, and 5 sophomore, 5 juniors, and 5 seniors form 8 districts in summers 2018, 2019, 2020. -College and Career Readiness Event- $5,000-To execute event for the participating

districts that will include activities such as college essay writing, mock interviews, building LinkedIn profiles, among other things. -Advisor/Advisee: $8000/building for 14 buildings for discovery, consulting, and implementation of an advisor/advisee program that includes a redesigned school day. -Professional Development: 2 Summer Institutes - Teachers Release Day-$111,375 or $75/teacher. Two days of professional development in summer 2016 and 1 follow-up day in summer 2017 to refine delivery moving forward. Consulting- $20,200-For planning, execution, and travel related to the 2 summer institutes for teachers. Consulting- $12,600- For planning, execution, and travel related to the 2 summer institutes for principals, career coaches, and counselors. -Online Professional Development Modules-$91,500- To develop content and quality check 10 online professional development modules related to the four components of this pursuit- mentoring, pathways, advocacy, and diagnostics. An additional $241,388 for technical development of 10 online professional development modules related to the four components of this pursuit- mentoring, pathways, advocacy, and diagnostics. -Evaluation-$136,362 based on previous project with this scale and scope. -Fiscal Agent- $68,824 to manage financial aspects of grant including contracts. -Marketing and Communications- $42,750-Marketing and communications material for teachers, students, parents, and community around this program to increase awareness and optimize buy-in. An additional $19,500 for website development-This site will be accessed through the LCESC site. Creation of a website on the overarching college and career ready program which promotes communication and coordination of the program by the districts as well as the community. It will highlight pages on the four key components-Pathways, Mentoring, Advocacy, and Diagnostics. Other: -$2,509 total to districts for travel for 4 meetings each year for 4 people from each district to include principals, career coach, and liaison. An additional $24,948 for travel for teachers for the PD days.

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.

47,160.00 a. Sustainability Year 1
47,160.00 b. Sustainability Year 2
47,160.00 c. Sustainability Year 3
47,160.00 d. Sustainability Year 4
47,160.00 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.

This program will cost approximately $47,160 per year to sustain over the 5 years (FY2018-2022) or $8 per pupil per year. The Lawrence County Educational Service Center will take over the care and feeding of this program as a service to its districts, this includes overall program management and support for the districts. By making this commitment, the LCESC has made this program sustainable for districts at a very low cost. The sole sustainability cost that districts will need to maintain is for the diagnostic assessment. The data garnered from this assessment is imperative for providing the students with the proper services. Costs for materials and administering of this assessment are based on actual cost of the program. The other aspects of this program-pathways, mentoring, advisor/advisee, and professional development-have been developed in such a way that they can be sustained at no cost to the district.

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.

Cost savings through this grant will cover 100% of the sustainability costs. All 7 districts, as well as Collins Career Technical Center and Lawrence County Academy have established that sustainability for FY2018-FY2022 will be met through cost savings in professional development and student assessment costs. Districts have previously chosen a diagnostic assessment which would cost $3 more per student for use starting in FY2016. By collectively choosing the same assessment which will be administered county-wide the districts will benefit and save money. In addition to the diagnostic, districts will see a cost savings from a decreased need for face-to-face professional development. The creation of 10 professional development modules through this grant will replace the need for this face-to-face time. These modules, which are online and available 24/7, allow for teachers to access the modules when most convenient for them, start and stop them as they wish, and allows them to complete them outside the school day or during planning periods as to not take them away from the classroom. There will be 495 teachers involved in this program and districts will see an average of $35 per teacher savings when it comes to professional development.

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.

All sustainability costs in this grant will be covered through cost savings.

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 Range3/2016-6/2016

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

This planning phase will be used to lay the groundwork for implementation by establishing the necessary infrastructure, including project management staff, beginning work on redesigning the school day and developing pathways. Establishing the evaluation plan so that baseline data can be collected is also key in this stage. 3/2016: Project Manager is in place 4/2016: District Liaisons Identified 4/2016: Solidify evaluation plan and collect baseline data 4-5/2016: Discovery of advisor/advisee implementation options 5/2016: Pathways and Mentoring Design Teams Identified in Each District 5-6/2016: Begin work on redesign of school day for Advisor/Advisee program in all middle and high schools 5/2016: Work begins on branding and communications for the program with each district including website development 6/2016: 5 sophomores from each district attend the iBelieve summer workshop 6/2016: Work begins on developing the 4 model college and career pathways

22. Implementation(grant funded start-up activities)

a. Date Range7/2016-6/2017

b. Scope of activities - include all specific completion benchmarks

Aims of the implementation period: -prepare and support teachers in pathways, mentoring, advising, and SAGE diagnostics. -establish a redesigned school day for dedicated advising time -use evaluation data to inform instructional and administrative decisions related to realization of desired student outcomes. 7/2016: Work to redesign school day begins 7/2016: 4 Model Pathways are developed 7-8/2016: Pathways are personalized to the needs of each district for Grades 6-12 8/2016: 4 Online learning modules are developed-Pathways, Mentoring, Advocacy, and Diagnostics 8/2016: Professional development for key stakeholders-two days for teachers and one day for principals, career coaches, and counselors 8/2016: Program website is launched with LCESC 8/2016: Branding and Marketing materials are used to raise awareness of program for students, teachers, parents, and community 8/2016: Student Teams are formed and matched to Faculty Advocates for dedicated Advisor/Advisee time in grades 6-12 9/2016: SAGE Diagnostics are administered in grades 6-12 10/2016: Using information garnered from assessments work begins on design of mentor program for grades 8-12 10-11/2016: College and Career Readiness event is held in Lawrence Co 11-12/2016: Engage potential community mentors 1/2017: Mentoring program is launched for students in grades 8-12 1/2017: 4 additional online professional development modules are released 6/2017: 2 additional online professional development modules are released 6/2017: 5 sophomores and 5 juniors from each district attend iBelieve summer workshop 6/2017: 2 days of professional development for key stakeholders to discuss year one of program and necessary refinements-one day for teachers and one day for principals, career coaches, and counselors 6/2017: Tuning of school day redesign based on year one implementation

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

a. Date Range7/2017-6/2022

b. Scope of activities - include all specific completion benchmarks

Regular meetings and refinement are the keys to sustaining this program. It will be imperative that the ESC and districts use the data garnered from interim evaluation reports to adjust the program as needed to ensure that the desired student outcomes are being achieved. Regular activities such as participation in iBelieve workshops and the college and career readiness events should continue. 7/2017: County-wide college and career readiness program is in place and led by the LCESC 7-8/2017/2018/2019/2020: Online professional development modules are used to train any new staff 8/2017/2019/2020/2021: Review and Revise Branding and Marketing materials that are used to raise awareness of program for students, teachers, parents, and community 8/2017/2018/2019/2020/2021: Student Teams are formed and matched to Faculty Advocates for dedicated Advisor/Advisee time in grades 6-12 9/2017/2018/2019/2020/2021: Diagnostics are administered in grade 6-12 9/2017/2018/2019/2020/2021: Interim Evaluation Report 10/2017/2018/2019/2020/2021: College and Career Readiness Event 4/2018/2019/2020/2021: Formative Evaluation Findings and Recommendations 6/2018/2019/2020/2021: 5 sophomores, 5 juniors, and 5 seniors from each district attend iBelieve summer workshop

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:

Organizational Changes The biggest change from current operating procedure in Lawrence County districts will be a redesigned school day to accommodate dedicated advisor/advisee time. By creating this designated time for advising it allows schools to focus on the whole child and maximizing the necessary program components to ensure student success. Other changes come in the form of collaboration among districts and with a program led by Lawrence County Educational Service Center. The LCESC will become the home for this college and career readiness program and serve the districts in their area. They will become a resource for the districts as they work to engage more local partners and institutes of higher education. The districts will learn best practices for implementing this program but interacting with each other more around a specific issue or area. By creating regular meetings with district liaisons it ensures that those lines of communication are open and provides them with the opportunity to learn from each other. Instructional Changes 1) Teachers will be prepared and regularly practice advising methods for advancing a student's sense of hope, agency and persistence in the pursuit of their college and/or career aspirations. 2) Teachers will use SAGE assessments to help students in the development and pursuit of their success pathways. 3) Teachers will help develop content for on-line PD platform that supports student advising, mentoring and success pathways.

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. Marsha Lewis Voinovich School of Leadership and Public Affairs Ridges Building 19 Ohio University Athens, OH 45701 (740) 593-1435 lewism5@ohio.edu

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.

BFK with the Lawrence County ESC will manage the evaluation plan. A project management and evaluation team composed of LCESC, BFK, districts and external evaluators will meet regularly to guide evaluation efforts. Through shared economies it is hoped that some grant investments in evaluation can be recovered to use for innovation implementation. The evaluation plan requires both process and outcome measures. Outcome components will track and report the effectiveness of the project related to desired goals. Process components will document the implementation of the project, fidelity to project design, and any mid-project changes made. Evaluators will utilize a mixed-methods approach.The qualitative framework for this evaluation will employ a single case study design with multiple and embedded units of analysis (Yin, 1994). The project can be defined as a single case because districts have similar conditions (e.g. shared economic context, historically low college going and educational attainment rates). The qualitative data will be collected through ongoing document reviews, periodic semi-structured interviews with school district personnel, students, parents, and project partners, collaboration inventories, and surveys to collect. The case study will provide a rich description of the activities such as professional development implementation, student career exploration, career pathway development, mentoring, and partnerships with the private sector. The quantitative component will deploy a time series design using 2 years of baseline data on goal indicators (high school graduation rates, postsecondary participation, post-secondary completion) as well as outcome indicators (grades 6-12 attendance rates, college remediation rates, disciplinary instances) and tracking these indicators across five years. The goal is to accelerate academic achievement leading to postsecondary and workforce success for Lawrence County students by providing a comprehensive set of shared supports, including career counseling and pathways, intensive academic advising, and mentoring. Academic achievement will be measured using the following indicators: graduation rates, college enrollment, college persistence/completion, and remediation rates. Note: these measurement timelines are for the key student-achievement outcomes only. Once the project is funded, a full evaluation plan will be developed with a detailed timeline for measuring all processes and outcomes. Student Achievement Outcomes: -Graduation Rate: Measured by a 4-year longitudinal graduation rate. Source: ODE local report card data. Data Collection: A 2-year pre-implementation baseline will be established and annual data collection. -College Enrollment: Measure by college enrollment data for all students graduating from one of the 7 districts. Data Collection: A 2-year pre-implementation baseline will be established and annual data collection, starting in Year 2. -College Persistence: Measured by college persistence data (second semester and yearly persistence) for all students graduating from one of the 7 districts and enrolled in postsecondary education. Data Collection: A 2-year pre-implementation baseline will be established and annual data collection, starting in 2nd semester of Year 2. -College Completion: Measured by college completion data (2-year, 4-year, and certificate programs) for all students graduating from one of the 7 districts and enrolled in postsecondary education. A 2-year pre-implementation baseline will be established and annual data collection, starting in Year 3. -College Remediation Rate: Measured by rates of enrollment in developmental math and English for all students graduating from one of the 7 districts and enrolled in postsecondary education. Data Collection: A 2-year pre-implementation baseline will be established and annual data collection, starting in Year 2. Evaluation Deliverables:Interim evaluation reports;Evaluation briefs;Final evaluation report

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 grant proposal highlights a shared services strategy for student success for all Educational Service Centers and how they can engage their districts. The Lawrence County ESC serving as the hub can help insure integrity of the program while allowing the spokes or districts the flexibility to implement it in a manner that best works for their teachers and students. The balance of coordinated action and district flexibility grounded in evidence based practices is key to the ability to scale. This specific program can be taken in whole or in part. Districts may choose to implement one portion, say pathways or mentoring, then work up to the redesign of the school day and advising. They can build upon the experiences in Lawrence County while implementing and will have a resource to problem solve. However, taken together the key components of this program build a student success support system that is affordable, practical and impactful. With proper planning and buy-in, a district could roll out this work through five months of planning and professional development before kicking off the school year. Schools should plan for evaluation and refinement after they implement in the first year to recalibrate components and make any necessary changes. A public webpage will be on LCESC website detailing the components of this project and will encourage other ESCs to reach out for more information. Marketing materials on the program will also be produced through this grant to not only inform the local community of these offerings but also their counterparts in other ESC. A cohort from the ESC will present at the annual Rural Education National Forum which brings rural education leaders together to help reshape the rural economy, enrich the quality of life, own the future of learning, and prepare communities to be successful in a highly competitive, complex, and ever-changing world. This will provide them a platform to share with other rural communities not only from Ohio but from across the country. The LCESC also will work with BFK on a social media strategy that can employ a variety of communication channels so that various people in various places can stay informed and engaged in the progress of this project. Finally, there will be a concerted effort to make regular presentations at state-wide organizations including the Ohio ESC Association (OESCA).

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, 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

Consortium

Lawrence County ESC (047910) - Lawrence County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts							
First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Steve	Dodgion	740-867-6641	skdodgion@collins-cc.edu	Lawrence County	051185	11627 State Route 243, Chesapeake, OH, 45619-7962	
William	Nance	740-5324133	dean.nance@tigertown.com	Ironton City	044149	105 S 5th St, Ironton, OH, 45638-1426	
Bob	Wilds	740-867-6641	bob.wilds@lc.k12.oh.us	Lawrence County Academy	014094	11627 State Route 243, Chesapeake, OH, 45619-7962	
Jerry	McConnell	740-867-3135	jerry.mcconnell@peake.k12.oh.us	Chesapeake Union Exempted Village	045294	10183 County Road 1, Chesapeake, OH, 45619-7032	
Mark	Christian	740-377-4315	mchristian@southpoint.k12.oh.us	South Point Local	047951	302 High St, South Point, OH, 45680	
Wesley	Hairston	740-532-7030	whairston@rockhill.org	Rock Hill Local	047944	2325A Co. Rd. 26, Ironton, OH, 45638-8385	
Roni	Hayes	74-886-3100	rhayes@fairland.k12.oh.us	Fairland Local	047936	228 Private Drive 10010, Proctorville, OH, 45669-8600	
Steve	Easterling	740-532-6451	steve.easterling@db.k12.oh.us	Dawson-Bryant Local	047928	222 Lane St, Coal Grove, OH, 45638-2947	
Jeffery	Saunders	740-643-2451	jeff.saunders@sv.k12.oh.us	Symmes Valley Local	047969	14778 State Route 141, Willow Wood, OH, 45696-9015	

Partnerships

Lawrence County ESC (047910) - Lawrence 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**
Brad	Mitchell	614-481-3141	bmitchell@battelleforkids.org	Battelle for Kids	008228	1160 Dublin Rd, Columbus, OH, 43215-1052	
Marsha	Lewis	740-593-1000	lewism5@ohio.edu	Ohio University-Voinovich School of Leadership and Public Affairs		1 Ohio University, , Athens, OH, 45701	
Patrick	Klein	(614) 827-5463	patrickwklein@gmail.com	iBelieve Foundation		5448 Heathmoor Street, , Columbus, OH, 43235	
Tyler	Walters	606-833-3913	tyler_walters@bshi.org	Bellefonte Physicians Services		1005 E Ring Rod, , Ironton, OH, 45638	
Brad	McFann	606-329-8604	bmcfann@fja-cpas.com	Fyffe Jones Group		806 Chillicothe Street, , Portsmouth, OH, 45662	
Autumn	McFann	606-408-9631	autumn.mcfann@kdmc.net	King's Daughter Medical Centers		2001 Scioto Trail, , Portsmouth, OH, 45662	
David	Payne	740-533-4372	p_jcourt@ash.twcbc.com	Lawrence County Juvenile Court		1 Veterans Street, , Ironton, OH, 45638	
Brenda	Haas	740-351-3299	bhaas@shawnee.edu	Shawnee State University	063321	940 2nd St, Portsmouth, OH, 45662-4303	
Nicole	Pennington	740-533-4610	penningj@ohio.edu	Ohio University Southern Campus	063073	1811 S 9th St, Ironton, OH, 45638-2251	

Implementation Team

Lawrence County ESC (047910) - Lawrence 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
Betsy	Fannin	Cirriculum Supervisor, Lawrence Co ESC	Betsy will assist the project manager to be hired by the ESC that will oversee the overall implementation of this grant and its services. Working with other ESC staff to support this grant she and her colleagues will provide support around establishing partnerships for the mentoring program, assisting districts with implementing the career pathways, and working with experts and districts to adopt an advisor/advisee program that fits the district needs while staying true to the integrity of the program. Betsy will also be part of the integral ESC team that will help sustain this program after the implementation year.	Betsy has been a long time education professional with years of experience helping districts implement new programs similar to those outlined in this grant. She has deep experience connecting districts to the experts they need to build successful programs. Her roles at the ESC and with High Schools That Work have provided her with a solid foundation for implementing programs in various districts with varying performance levels.	Betsy serves as a High Schools That Work Consultant for the CSE Ohio Region. Through this position she has worked with schools who are implementing key aspects of this project including advisor/advisee time in the school day. Betsy has extensive experience with working with experts to develop college and career ready programs. In her current role she has established relationship with all the districts which will assist the ESC with implementation.	MA in Educational Administration, University of Dayton	25	
Jamie	Meade	Managing Director, Learning and Leading, Battelle for Kids	Jamie leads the team that will provide expertise around mentoring and pathways. Her team will help develop the 4 model pathways for the county, as well as assist the districts with personalizing them to their needs and offerings. Her team will also work with the districts in the county to develop a mentoring program that matches student interest and skills to local business and higher education opportunities. These experts will also develop the content around the professional development needed in this grant.	Jamie brings more than 25 years of diverse educational background, including classroom teaching experience, school and district administrative positions, and national consulting to her role as a Managing Director of at Battelle for Kids. Jamie leads the Learning and Leading team, which empowers teachers and leaders to use formative instructional practices and effective strategies to develop a student-centered learning environment. The team provides data coaching and grows educators' assessment literacy to use both cognitive and non-cognitive measures to inform student learning. Consistent throughout Jamie's career has been a focus on using data generated from multiple	Jamie and her team have lead the college and career readiness efforts of the Ohio Appalachian Collaborative, a collaboration of 27 rural school districts in the Appalachian Region of Ohio, and the Young Entrepreneurs Consortium, group of districts in Northeast Ohio. Through these two initiatives they have established career pathways similar to those in this grant and helped each district personalize those pathways based on their curriculum and offerings. This has included the integration of a mentoring program into their	Masters of Arts, Secondary Education, Marshall University	45	

				measures to inform professional practice and accelerate student learning. She has continually discovered ways to build systemic capacity, coordinate multiple measures into a coherent picture, and provide strategic counsel and coaching on the analysis and effective use of educational measures and data. Jamie also played a significant role in the development of The Student Experience? survey in collaboration with Gallup, expanding Battelle for Kids' role with non-cognitive measures to inform practice and improve the student learning experience. As a thought leader, Jamie has presented at the ACT State Conference, American Middle Level Educators National Conference, Gallup Measures Summit, Harvard Strategic Data Project Convening, National Rural Education Forum, and at multiple Florida and Ohio education trade association meetings. She is a sought-after presenter for her knowledge base as well as engaging delivery.	personalization of these pathways. This team has also successful conducted numerous professional development session on a wide range of college and career readiness programs, including the components in this grant.			