

Budget

Mahoning County ESC (048280) - Mahoning County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (45)

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

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	180,000.00	0.00	0.00	0.00	180,000.00
Support Services		247,600.00	61,900.00	40,000.00	0.00	0.00	0.00	349,500.00
Governance/Admin		42,000.00	10,500.00	60,900.00	0.00	0.00	24,148.00	137,548.00
Prof Development		0.00	0.00	300,000.00	23,000.00	0.00	0.00	323,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		289,600.00	72,400.00	580,900.00	23,000.00	0.00	24,148.00	990,048.00
							Adjusted Allocation	0.00
							Remaining	-990,048.00

Application

Mahoning County ESC (048280) - Mahoning County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (45)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Mahoning Valley Prepared for Success

2. Project Tweet: Please limit your responses to 140 characters.
Community level shared service approach to preparing all youth for success in Mahoning Valley's increasingly competitive global economy.
This is an ultra-concise introduction to the project.

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

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

Grant Year								
Education	Pre-K Special	K	1	2	3			
4	1278	5	1289	6	1374	7	1404	8
1452	9	1503	10	1506	11	1447	12	

Year 1								
Education	Pre-K Special	K	1	2	3			
4	1278	5	1289	6	1374	7	1404	8
1452	9	1503	10	1506	11	1447	12	

Year 2								
Education	Pre-K Special	K	1	2	3			
4	1278	5	1289	6	1374	7	1404	8
1452	9	1503	10	1506	11	1447	12	

Year 3								
Education	Pre-K Special	K	1	2	3			
4	1278	5	1289	6	1374	7	1404	8
1452	9	1503	10	1506	11	1447	12	

Year 4								
Education	Pre-K Special	K	1	2	3			
4	1278	5	1289	6	1374	7	1404	8
1452	9	1503	10	1506	11	1447	12	

Year 5								
Education	Pre-K Special	K	1	2	3			
4	1278	5	1289	6	1374	7	1404	8

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

This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

Consortia district leadership teams are committed to scaling and replicating college/career readiness practices so that, even though MVPS targets students in grades 5-12 all students PK-12 in participating districts will benefit from new instructional practices implemented within each district. In addition, MCEC serves 21 districts in 4 counties. As these efforts are brought to scale, they can be replicated additional schools and districts. As this initiative is driven by higher education, MVPS can impact over 36,000 children PK-12 across the Mahoning Valley Region.

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

First and last name of contact for lead applicant

Ron Iarussi

Organizational name of lead applicant

Mahoning County Educational Service Center

Address of lead applicant

100 DeBartolo Place, Suite, 220,

Phone Number of lead applicant

3309657828

Email Address of lead applicant

r.iarussi@mahoningesc.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

Ohio Dept of Job and Family Services 2016 Job Outlook projects Mahoning Valley with 3rd highest job growth - 17,000 new jobs (7.8% increase) by 2022. The greatest growth will occur mining, construction, real estate, professional services, administrative waste, education and healthcare, fields that require at least industry credentials or associate's degrees. Current workforce cannot meet this need because only 50% of area adults have post secondary education. Ohio's new Prepared for Success indicators show local graduates are underprepared for both college and careers. Only 43% of 2012 graduating class was enrolled in college 2 years later. Class of 2013 graduate data reports: 68% need college remediation courses, 93% earned no industry credentials and only 9% earned 3+ college credits in HS. To compete globally, the entire system (business, government, PK-16 education and adult workforce) must share responsibility to ensure every Mahoning Co youth is prepared for success.

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

Mahoning Co ESC (ESC) believes community revitalization and development of a globally competitive workforce in Mahoning Valley are shared responsibilities, requiring multi-system collaboration of business, nonprofit, government, PK-16 education and adult workforce.

Collectively, MVPS will operate from a single vision that every Mahoning Valley youth will graduate Prepared for Success in college, career and community (MVPS). Consortia: Poland, Struthers, Columbiana, Springfield Local, Canfield, Austintown, Campbell, Mahoning Co CTC. Partners: Youngstown State University (YSU), Eastern Gateway Community College (EGCC), EnvisionEdPlus, Youngstown/ Warren Regional Chamber (Chamber) and 7 other business/non-profit partners. MVPS will follow Harvard University's Pathways to Prosperity (PtP) Blueprint for Action (2014) supporting college and career readiness for 17,650 Mahoning County youth grades 5-12. PtP Imperative 1 Cultivate commitment: Chamber, ESC, YSU and EGCC will convene cross system leaders (business, nonprofit, government, PK-16 education and adult workforce) to direct resources systematically toward achieving the vision "Every Mahoning Valley youth will graduate prepared for success in college, career and community". They will collectively: increase youth opportunities for jobs and training and educator externships; set hiring criteria favoring young people from local schools/MVPS programs; leverage resources to support 3 new early college pathways embedding college, career and community readiness skills; and design processes to collectively fund and sustain MVPS. PtP Imperative 2 Build capacity. ESC, EnvisionEdPlus and EGCC will support districts as they develop plans to increase student access to training, career guidance, job placement and supervision in work based learning. This includes: blended PD for MS-HS teachers to implement real world-problem based learning linking academics with college, career and community readiness skills; blended cross system PD for educators, employers and youth serving staff in brain-based strategies to engage, support and effectively supervise trauma impacted youth; and expand HS access to (and completion of) portable - stackable industry credentials, certifications and college coursework. We will also implement a shared service Career Counselor model in all 9 districts to increase completion of industry credentials; and build MS-HS teacher awareness of regional career awareness supports and training to use Ohio Means Jobs tools. PtP Imperative 3 Deliver opportunity. MVPS will create 3 new early college pathways (CTC, Austintown, Canfield) with embedded mentoring, internships and capstones. Career Counselors will directly support HS seniors and graduates as they transition to college and careers; and increase access to career awareness, exploration, preparation opportunities for grades 5-11. PtP Imperative 4 Measure progress. MVPS will increase: ACT participation overall and ACT remediation free rates; industry credentials and college credits earned in HS; post HS enrollment/ completion rates for in-demand career training programs (non-college), community college, 4-year colleges; post program completion employment rates for program youth; cross sector implementation of brain based practices to support trauma impacted youth; classroom implementation of real-world problem based learning linking academics, college, career and community skills. Dr. Karen Larwin will provide 6 year formative- summative evaluation to inform practices, reveal successes and design mid-course corrections to address challenges. MVPA requests \$990,048 and will have \$1,512,510 total in sustainable costs. It is reducing costs by \$2,046,120 in reallocation & direct cost-savings by 2022 so it is sustainable without additional income & shows savings.

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 process. - (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.

MVPS will follow Harvard University's Pathways to Prosperity (PtP) Blueprint for Action (2014) supporting college and career readiness for 17,650 Mahoning County youth grades 5-12. As a result, every Mahoning Valley youth will graduate Prepared for Success in college, career and community.

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.

Young people who graduate HS but fail to move directly into post-secondary ed or training are in historically dire straits. Employment rates and full time employment for youth not enrolled in education by October following HS graduation in October 2012 were the lowest since 1959 when reporting began. Males, Blacks (especially Black men), Hispanic women, and low income youth experienced most severe difficulties making transition to labor market in 52 years." - Sum, et al., 2013 Ohio and 7 states are developing career pathways gr 9-14 aligned with high-growth, in demand occupations. "We need to acknowledge people can be skilled workers and great humans without 4-year degrees." All youth "need career preparation beyond HS, but that can take many forms. We need cultural/institutional shifts to expand our will and capacity to help young people to explore a variety of career alternatives and prepare for success in whichever ones they eventually choose." Pathways to Prosperity Network, 2014

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

Chamber, ESC, YSU and EGCC have begun outreach to interested business, nonprofit, government, PK-16 education and adult workforce organizations and the US Military to dialogue about ways they could work together to direct resources systematically toward achieving the vision "Every Mahoning Valley youth will graduate prepared for success in college, career and community". Specific conversations have begun regarding key industry needs for credentials and postsecondary education and training. Over the last two years, district superintendents, HS principals and ESC staff have been researching expectations for Ohio's new Prepared for Success indicators which will become graded on local report cards in 2017. Local Report Cards released this winter showed that an average of 63% of consortia graduates were enrolled in postsecondary education within 2 years after graduation. This, combined with the extreme unemployment rates for youth ages 16-24 - especially those who were not in college or training, led leaders to realize they must commit to make changes to better support local youth. The ESC and Career Center collaborated with local districts to create a new STEM high school pathway, Valley STEM+ME Academy, which will open this fall in partnership with Mahoning Co Career and Technology Center. This was the first step in building local capacity to address readiness for in-demand jobs. However, districts shared they do not currently have capacity to provide the depth and breadth of early college and industry credentials needed for student post-secondary success - especially in the near future. Eventually they can re-train staff and realign systems, but they needed an immediate solution. Leaders researched options and discovered FuelEd offers a wide variety of digital industry credential courses that meet local workforce needs. This resource began sparking much interest. HS principals also shared that their Guidance Counselors are overwhelmed with assessment, scheduling and general student guidance, with little time available to support the deep career awareness and planning students need for successful transition. However, instead of focusing on the problem, these leaders began planning strategies to more effectively support students and build programs/systems to expand career education and planning across MS-HS systems. This application is the result of that collaborative planning process.

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).

Formative: Cross system plan to direct community (human/fiscal) resources towards MVPS vision and sustain effort long term. Districts report clear understanding of grant funded resources and PD available to support college and career readiness 3 Schools have plans for early college pathway roll out Digital PD created Summative: Annual increase (by school) until they meet or exceed state expectations ACT participation ACT remediation free rates Industry credentials completed Career Tech certificates earned College credits earned Annual Increase (consortia wide) # teachers (gr 5-12) implementing real world PBL linking academics, college, career and community skills # adults trained and using brain based practices to support trauma impacted youth # early college students with mentorship, internship, capstone experiences Depth and breadth of human resources aligned to support MVPS Total committed fiscal resources to sustain and grow MVPS FIT shows projected savings met annually

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

Gr 12 & 1 yr post grad: job placement, work based learning, training, career guidance; Gr 9-12: industry credentials, CTE certifications, college credits (# offered, # complete, LRC data), ACT participation & remediation free rate Gr 5-11: # career awareness, exploration, preparation opportunities MS: teacher career awareness/OMJ training Community: hiring criteria, # partners supporting early colleges, sustainability plan; completion rates: training, community/4yr college; employment rate; educator externships PD: number/type of training, with attendance, and follow up on use of training in practice fiscal reporting to include: spending reductions through cost savings and reallocation; sustainable costs

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

A key factor in ensuring success is the active leadership guiding processes. MVPS Leadership Team (all consortia superintendents, Chamber, YSU, EGCC) will review relevant data bi-monthly as available. Annual student, staff, leadership and partner surveys will include questions to identify where recalibration or options may need to be expanded. This team will work with Karen Larwin, Ph.D., to create a more in depth evaluation plan with target percentages (formative/summative data) and specific plans to adjust training/support if targets are missed. There is high demand for and shortage of access to college and career readiness in the Mahoning Valley. There will be a potential for expanding the project if our current assumptions on our plan would fall short, which according to our research is not likely. Such a community level effort to promote college and career readiness grades 5 - post high school is new and will continue to evolve. Ohio's Prepared for Success Indicators are also new so we expect that as districts better understand exactly what makes up reporting requirements, we will need to further update and align our project reporting and evaluation. That is why we will put into place the evaluation process defined in section iv. above. We will constantly evaluate the outcomes at the building, district and community levels of this project. This system, plus our work with an external evaluator will ensure we can efficiently and effectively adapt over time so we can continue to meet grant - and community expectations. As systems begin to be altered in each district, we will need to offer new opportunities for engaging students, staff and community and we will have the process in place to do so. Change and updated information is an expectation of the project and not a "curve ball" as is the case with other projects applying for this Grant. Not that our assumptions will be false, but evolution is a must and we are prepared for it.

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. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

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 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.

Shared Service Career Counselors grow depth and breadth of partners engage in supporting career and college readiness in school and in the community.

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.

Career Counseling is important for successful post-high school transition College Connections (2011) reports: Many high school students would benefit from personalized early career counseling as they go into the college application process. Early career counseling can guide students onto paths that are profitable for them as unique individuals, with their own personalities, talents, goals, constraints, likes and dislikes. Most teenagers are not ready to commit to one specific career and we must be wary of pressuring high school students to choose before they have the insight, experience, and exposure to do so. They need exposure to the myriad of occupational options before them. They must reflect on their personalities and abilities, likes and dislikes, and how those would fit with various career paths. If this education and self-reflection is done throughout high school, juniors will enter their college search process more focused.

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.

Since Ohio began the transition adding Prepared for Success indicators on Local Report Cards consortia districts and ESC staff have been researching best and promising practices to support, monitor and report on college and career readiness indicators. As per Ohio law, consortia districts, with supports from ESC and higher ed partners, have begun the challenging endeavor to re-design instruction and learning so that teachers and counselors are better able to meet the Prepared for Success indicators - but more importantly - to help their students transition beyond high school. Five years ago, HS outcome conversations were about HS graduation and preparing all students for college. However, the way most HS were designed students were either in a path to college, a path to career certificate or a path to graduation - with no focus on what happens next. Research now shows that employment rates and full time employment for youth not enrolled in education by October following HS graduation in October 2012 were the lowest since 1959 when reporting began. Ohio created Career Connections framework in 2012 by which students develop a vision and realistic plan for their futures - during K-12 and beyond. Employment data, along with the new expectations for Prepared for Success reporting, has significantly shifted the role of K-12 education, higher education and industry as it relates to post-secondary transition. Through the conversations led by Youngstown/Warren Regional Chamber, Mahoning Valley leaders - across all systems - are beginning to 'own' the work and are now having critical dialogues to discern how best each system can use its talents and resources to have a greater impact on employability skills development as well as career awareness, exploration and preparation. Three key themes have begun to arise out of these conversations. Career and College Readiness skills are not built overnight. They must be integrated throughout the K-12 experience in small but consistent doses. Industry and higher ed need to partner with schools to build Career awareness K-5, Career Exploration 6-8 and Career Planning 9-12. Problem Based Learning experiences for all grades is one way that every school and district can collaborate with business and higher ed to expose youth to a wide variety of careers and interests - as well as practice essential 21st century skills. Current guidance counseling systems do not have the capacity to 'add' the depth of career guidance required to meet Ohio's new expectations. Schools and communities must partner to re-think career guidance - shared service career counseling model will allow 8 districts to access deep services for grades 5-12 and 1 year post graduation. Two higher ed partners - Youngstown State University and Eastern Gateway Community College believe this is so important they too are committing fiscal resources after grant year to share the cost. This makes it a 11 way split for 4 Career Counselors, much cost lower than any district can afford alone. Our communities are (and should be) held accountable to prepare and support all young people to successfully transition to postsecondary education/workforce. Yet, over 43% of consortia students are economically disadvantaged, many of them live in generational poverty. Even more are trauma impacted. Educators, youth development workers and industry partners have little to no training in strategies to effectively engage and support trauma impacted youth or those from generational poverty. As more adults begin to engage with our youth around the theme of future success, more training must be available across systems. MVPS Leaders identified each challenge and then collectively created our proposal which so that each theme is addressed either through our achievement goal or our shared services goal.

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.

Formative 4 Career Counselors working in schools to provide school staff training and career counseling to 12th graders and 1 year post graduate Summative: By 2022, Mahoning Valley unemployment rate 16 -24 year olds has declined. Annually, MVPS will report improvements consortia wide: Post HS enrollment/ completion rates for in-demand career training programs (non-college), community college, 4-year colleges; post program completion employment rates for program youth; %12th graders & 1 year post grads served by Career Counselors # adults trained to provide career awareness and to use Ohio Means Jobs tools for career planning fiscal reporting to include: spending reductions through cost savings and reallocation; sustainable costs as verified by annual FIT

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.

Gr 12 & 1 yr post grad: job placement, work based learning, training, career guidance; Gr 9-12: industry credentials, CTE certifications, college credits (# offered, # complete, LRC data), ACT participation & remediation free rate Gr 5-11: # career awareness, exploration, preparation opportunities MS: teacher career awareness/OMJ training Community: hiring criteria, # partners supporting early colleges, sustainability plan; completion rates: training, community/4yr college; employment rate; educator externships PD: number/type of training, with attendance, and follow up on use of training in practice fiscal reporting to include: spending reductions through cost savings and reallocation; sustainable costs

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

A key factor in ensuring success is the active leadership guiding processes. MVPS Leadership Team (all consortia superintendents, Chamber, YSU, EGCC) will review relevant data bi-monthly as available. Annual student, staff, leadership and partner surveys will include questions to identify where recalibration or options may need to be expanded. This team will work with Karen Larwin, Ph.D., to create a more in depth evaluation plan with target percentages (formative/summative data) and specific plans to adjust training/support if targets are missed. There is high demand for and shortage of access to college and career readiness in the Mahoning Valley. There will be a potential for expanding the project if our current assumptions on our plan would fall short, which according to our research is not likely. Such a community level effort to promote college and career readiness grades 5 - post high school is new and will continue to evolve. Ohio's Prepared for Success Indicators are also new so we expect that as districts better understand exactly what makes up reporting requirements, we will need to further update and align our project reporting and evaluation. That is why we will put into place the evaluation process defined in section iv. above. We will constantly evaluate the outcomes at the building, district and community levels of this project. This system, plus our work with an external evaluator will ensure we can efficiently and effectively adapt over time so we can continue to meet grant - and community expectations. As systems begin to be altered in each district, we will need to offer new opportunities for engaging students, staff and community and we will have the process in place to do so. Change and updated information is an expectation of the project and not a "curve ball" as is the case with other projects applying for this Grant. Not that our assumptions will be false, but evolution is a must and we are prepared for it.

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

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

C) BUDGET AND SUSTAINABILITY

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

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

[Enter Budget](#)

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

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

[Upload Documents](#)

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

990,048.00 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.

\$289,600 in SALARIES \$232,400 is budgeted for salary (support services) expenses of shared services among ESC, participating districts and IHE for 4 career counselors (\$58,100/FTE) (200 days); \$15,200 for part-time clerical support salary expense (support services) during grant year only; \$42,000 0.6 FTE PM/career counselor supervision salary expense (governance/admin) during grant year; \$72,400 in BENEFITS \$58,100 benefits expense (support services) for 4 career counselors (\$14,525/FTE) during grant year; \$3,800 benefits (support services) for part-time clerical support; \$10,500 benefits (governance/admin) for PM/career counselor supervision during grant year; \$580,900 in PURCHASED SERVICES \$180,000 Fuel Ed Credentials multi-year (3-year) agreement (instruction) for online industry-credential courses and instructor of record to build capacity (300 seats for 3 years x \$200/seat); \$40,000 iBelieve Camps (20 students/year x 5 years: 100 seats) multi-year agreement (6-years) (\$400/seat); \$110,000 multi-year agreement for PDPlus Personalized Digital PD for all partner districts to scale innovations across grade-levels (new teachers/year); \$105,000 EnvisionEdPlus PD contract during grant year to support Early College Model PD with schools (\$2,000/day x 25 days); \$50,000 Credential Training multi-year (3-year) agreement for district staff to assess credentials (25 days training \$2,000/day); \$35,000 Early College Model PD sub costs (instruction) expense (\$100/day x 350); \$60,900 for evaluation services multi-year contract (7%) during the life of the project; SUPPLIES \$23,000 Engagement training supplies (\$1,000/event x 23 events); OTHER \$24,148 indirect costs for ESC Fiscal Management & Project Coordination on behalf of member districts

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.

305,502.00 a. Sustainability Year 1

305,502.00 b. Sustainability Year 2

300,502.00 c. Sustainability Year 3

300,502.00 d. Sustainability Year 4

300,502.00 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.

Mahoning Co. ESC: \$161,388 total with \$32,278/year per consortium partner (purchased service) for 4 career counselors salary & benefits expense; Austintown: \$171,389 total with \$32,278/year per consortium partner (purchased service) for 4 career counselors salary & benefits expense, and \$10,000 sustaining of sub costs for Early College PD (\$5,000/year: S1 & S2); Campbell: \$161,389 total with \$32,278/year per consortium partner (purchased service) for 4 career counselors salary & benefits expense Canfield: \$171,389 total with \$32,278/year per consortium partner (purchased service) for 4 career counselors salary & benefits expense, and \$10,000 sustaining of sub costs for Early College PD (\$5,000/year: S1 & S2); Columbiana: \$161,389 total with \$32,278/year per consortium partner (purchased service) for 4 career counselors salary & benefits expense Mahoning CTC: \$201,367 total with \$32,278/year per consortium partner (purchased service for 4 career counselors salary & benefits expense; \$10,000 sustaining of sub costs for Early College PD (\$5,000/year: S1 & S2), and \$30,000 for sustaining online industry credential training in S3, S4 & S5; Poland: \$161,389 total with \$32,278/year per consortium partner (purchased service) for 4 career counselors salary & benefits expense; Springfield: \$161,389 total with \$32,278/year per consortium partner (purchased service) for 4 career counselors salary & benefits expense; Struthers: \$161,389 total with \$32,278/year per consortium partner (purchased service) for 4 career counselors salary & benefits expense. Roughly, \$1,512,510 in total sustainability costs associated with sustaining the project during the 5-year sustainability period.

0 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.

Not applicable - all savings through reallocation

100 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.

Among the 7 districts, 1 ESC and 1 CTC, the consortium is covering the sustainability costs of the project through a total of \$2,046,120. This exceeds the consortium total sustainability costs by approximately \$533,610, and thus 100% of these costs are covered through various reallocation of funds at the district-level. Mahoning ESC: \$191,125 total savings available for reallocation, \$30,580/year in salary and \$7,645/in benefits expense from a reallocated 1.0 FTE Transition to Work Coordinator & Career Readiness position; Austintown: \$197,885 total savings, \$32,217/year salary expense due to reduction of 1 kindergarten teacher because of enrollment decrease; \$5,800/year benefits expense; and \$1,560/year reduction in supplemental contract for guidance lead counselor; Campbell: \$229,265 savings, \$26,234/year decrease in 2.0 FTE salary expense for tutors in K-7 & HS and associated benefits expense (\$6,160/year), \$616/year due to elimination of OGT tutor and associated benefits (\$105/year), and Fuel Ed Licenses (\$2,738/year); Canfield: \$173,650 savings available, \$29,440/year salary and \$5,299/year benefits

expense due to 2.0 FTE decrease tutors K-5 & HS; Columbiana:\$199,205 reallocation available, \$34,346/year salary and \$5,495/year benefits expense due to elimination of 1.0 FTE tutor in 7-12; Mahoning CTC: \$308,640 savings, \$35,717/year in salary and \$26,011 benefits expense related to reallocation of 0.50 FTE cert. position being reassigned to Valley STEM+ME2 Academy. Poland: \$248,175 savings, \$32,440/year salary and \$17,195/year benefits expense related to reallocated from reassignment of 0.75 FTE from College and Career mandate; Springfield:\$250,000 savings available from reallocation of maintenance and repair costs of Elm. building and repair costs to buses and buildings (\$50,000/year); Struthers:\$248,175 savings, \$32,440/year salary and \$17,195/year benefits expense related to reallocated from reassignment of 0.75 FTE from College and Career mandate.

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 Team Key Personnel information by clicking the link below:

[Add Implementation Team](#)

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

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

21. Planning

a. Date Range January 2016 - December 2017

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

Pre planning: Superintendent and HS principal meetings; Chamber facilitated dialogues with industry and higher ed; collaborative visioning for project; other emails/calls/meetings for building awareness and partnership Upon award: media notification and school communications; board approvals/contracts signed; schedule fall staff meetings in each district/ESC to communicate plan including activities, benchmarks and timeline finalized; Draft project communication plans, finalize technical assistance schedules; identify school teams for early college planning; hire/onboard Career Counselor/Project Manager and clerical support to manage day/ day project activities and progress monitoring; schedule cross system planning and leadership meetings for year By 8/31/2016: weekly project meetings with key staff and partners during planning period to ensure all processes are in place for implementation; professional development plans complete for 2016-2017; PD design begins and continues through project; communicate planning and implementation schedule; finalize evaluation processes, and progress monitoring database; submit final evaluation plan to ODE; finalize digital PD and credential courses roll out, interview/hire 3.5 Career Counselors 9/16 - 11/18: Career Counselors create PD and student service plans, introductions to schools and students Ongoing planning: Leadership meetings for fiscal management, compliance and oversight (grant year monthly, Y1-Y2 - bi monthly, Y3 and beyond quarterly)planning sessions (grant year monthly, Y1-Y2 - bi monthly, Y3 and beyond quarterly) Benchmarks to demonstrate success: Approved contracts: grant agreement with ODE, contracts with partners & vendor agreements; Completed plans and documents: PD and technical assistance, evaluation, implementation schedule, communications Meeting minutes: planning team Communications: press releases, social media, school communications, board reports.

22. Implementation(grant funded start-up activities)

a. Date Range October 2016 - June 2022

b. Scope of activities - include all specific completion benchmarks

Early College (Career Center, Austintown, Canfield) - onsite plus digital PD Y1: design team planning & training, visits to local early college programs (sub costs only needed), Y1-Y6 iBelieve Camps Y2: Roll out begins, test/scale operational and support service practices; revise for Y3 Y3-Y6: continue planning and roll out until full implementation; deepen operational, instructional and support innovations; Cross System Leadership (consortia, higher ed, business) Y1: Monthly planning facilitated by chamber (ESC, YSU, EGCC support) to create plan for implementation Y2 Y3: Monthly sub group meetings for implementation; quarterly leadership for progress monitoring Y4-Y6: Quarterly subgroup and semi-annual progress monitoring Personalized/Digital PD (Early College - 3 years; others based on district/partner PD needs) Core training: new cohorts and new badges each year to scale so all MS/HS staff complete at least 3 badges - annual surveys determine new courses and cohort needs (540 badges over 6 years) PBL integrated with career readiness; Trauma Impacted Youth; early college practice: OMJ tools, career awareness Industry Credentials/Career Counseling Y1- Y3:180 Fuel Ed credentials/year, career & guidance counselors recruit students to complete courses; training for teachers to award credentials and/or create new credentials; Y4 - Y6: districts manage credentialing internally Y1-Y6: ID seniors/1yr post grad for support; partner development to expand supports Ongoing: project management, planning, progress monitoring, R&D; test new operational and supports;community engagement for new partners, students and awareness; share successes/ lessons learned via local/state/national media;host site visits; monthly Board reports - project/fiscal progress June 2017 Benchmarks: cross system plans to direct human & fiscal resource to sustain effort; district understanding of resources/PD available; 3 early college pathways; digital PD aligned to needs

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

a. Date Range Sept 2016 - June 2022

b. Scope of activities - include all specific completion benchmarks

Project Evaluation: Evaluation Plan submitted to ODE by October 2016. Quarterly evaluation reports (process/outcomes) from Dr. Lawrin, REM Consulting through 9/30/2017, then subsequently twice per year 2017 through 2022 (outcomes only), reporting will include required annual programmatic/fiscal sustainability reports to ODE for 2016 through 2022. Ongoing Iteration Drives Continuous Improvement MVPS Leadership and Career Counselors, curriculum designers and PD providers will use iterative design practices and process that intentionally and continuously drive change. We will always be designing, testing, reflecting and redesigning the process to better meet needs of students and improve community level outcomes. Cross System Leadership (consortia, higher ed, business) ongoing communication for stakeholders Y1: Monthly planning facilitated by chamber (ESC, YSU, EGCC support) to create plan for implementation Y2 Y3: Monthly sub group meetings- implementation; quarterly leadership for progress monitoring Y4-Y6: Quarterly subgroup, semi-annual progress monitoring ESC Project Manager/Career Counselor will ensure productive integration of all activities and update implementation plan to keep project on track. Leadership Team will reviews formative/summative data and troubleshoots challenges as they arise. ESC will drive community engagement for new partners, students and awareness; share successes/ lessons learned via local/state/national media; monthly Board reports on project/fiscal progress to ESC Board/ consortia boards/unions and quarterly to higher ed/industry partner boards. 2022 benchmarks: Prepared for Success Indicators; increase in # teachers trained/using PBL integrated with career skills; # adults trained/using trauma strategies; # early college students with career experience; depth/breadth of human/fiscal resources supporting project; post HS enrollment/completion training/employment; services by Career Counselors; training for career awareness

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:

Instructional changes: PBL integrated with college/career readiness and Career Counselors will help refine student guidance outcomes so they directly contribute to, and go beyond, achievement of identified standards. Mindset and habits of success encouraged through PBL and Career Counseling will increase opportunity for success. Training to use brain based strategies to support youth in poverty and those impacted by trauma will engage schools, businesses and colleges to stress and encourage growth mindset, habits of mind and perseverance. Organizational Changes: Schools that do not widely integrate technology will have "blended career training." As Career Counselors make schools aware of vast digital/blended resources and choices, districts will begin aligning policy, practices and graduation requirements. Digital industry credentials and career counseling create exponential opportunities for personalization, growth and effectiveness which can greatly impact how, when and where students experience career readiness supports. Interdependent system of change: Strong guidance systems take on a more comprehensive/integrated approach and contribute to college and career readiness. These systems will be blended (leveraging technology) and distributed (leveraging staff in addition to school counselors) to ensure effective implementation and attainment of outcomes. They will connect academic preparation, thought patterns, interests and learning to students' college and career aspirations. Strong student guidance systems can boost learning and employability. "Every person, organization and region needs to get smart - to skill up, learn more and build new capacities faster and cheaper than ever. In the long run, education is the economic development agenda, and good guidance is at the core (VanderArk, 2014)". As MVPS scales, this is the impact we will have on instruction, organization and community indicators - so every Mahoning Valley student is Prepared for Success

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:

Name: Karen H. Larwin, Ph.D. Contact information: REM Consulting, LLC PHONE: 330.509.5266 EMAIL: khlarwin@gmail.edu LOCATION: 14601 Seacrist Road, Salem, Ohio 44460

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.

Dr. Larwin will collect, record, and analyze quantitative and qualitative data, formatively and summatively, to provide consistent evaluation of all program outcomes. This work will include, but not be limited to, examining outcome measures of program impacts on participants, one year (or assessment measure) prior to program implementation through the sustainability period. Outcome data will be generated at student, educator, building and community level, provided to ESC by districts and shared with Dr. Karen Larwin. Larwin will produce quarterly, annual and summative reports. Reports will include information regarding deliverables as well as recommendations for programming

improvements. Year 1: Examine progress of all deliverables in year one toward full implementation of services by the end of year one (achievement and shared service indicators). Progress reports provided quarterly to Leadership Team, and recommendations made regarding projected pace area for intended target deliveries. This will include data points describe in Q9dv for achievement and shared services. Year 2-6: Annual reports will compare data during six year implementation to four prior levels of data on all promised achievement and shared service deliverables (see Q9dv for both achievement and shared service goals). Data trends for consortia will be compared to trends of non-participating districts in an effort to establish program impacts. Program impacts will be reported and disseminated annually to Leadership Team to adjust programming as needed, and encourage more participation from non-participating districts. Therefore, one additional goal of this project will be to expand the number of stakeholders (districts) through program successes. Annual reports will track trends in educators who are receiving PD and additional training as well as youth receiving career counseling services. These rates will be compared to prior data and to local non-participating districts. A system of reporting implementation of a) PBL lessons intended to link students' appreciation to post-secondary opportunities will be developed b) program services to 12th grade and 1 year post graduate. Consortia districts and Career Counselors and c) attendance to/implementation of PD focused on brain-based practices will be designed and reported quarterly by districts to Project Manager. Annual reports for years 2-6 will provide information on formative and summative indicators described in achievement and shared service deliverables (see Q9dv for both achievement and shared service goals) Example of reporting: early college students' participation levels, and students' hours in mentorship, internships, and capstone experiences. Students and providers (of mentorships, internships, and capstones) will be asked to provide feedback about the experiences, student fulfillment of expectations, and the student's level of appropriate preparation to make adjustments to educational preparation, mentorships, internships, and capstones. Student participation will be used as moderator in later analysis regarding transition to post-secondary career/academic experiences, persistence, and degree/certification completion. Annual report for years 3-6 will provide information on student post-secondary progress, retention in post-secondary programs, and program completions (certification and/or degrees) for those students who are continuing their education in NE Ohio (b/c of data availability). The early college data will be compared with data from 2008-2014 on the early colleges students transition, retention and degree completion levels. This is a gold-standard approach to impact evaluation. Data will be evaluated and reported quarterly, and presented to stakeholders and funders. Data will be analyzed using most appropriate univariate, bivariate, and or multivariate analyses approaches. Evaluation reports will comply with APA Style standards so it is publication ready.

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.

Consortia district leadership teams are committed to scaling and replicating college/career readiness practices so that, even though MVPS targets students in grades 5-12 all students PK-12 in participating districts will benefit from new instructional practices implemented within each district. In addition, MCEC serves 21 districts in 4 counties. As these efforts are brought to scale, they can be replicated in all of our additional schools and districts. As this initiative is driven by higher education, MVPS can impact over 36,000 children PK-12 across Mahoning Valley. Any ESC can replicate this model and we would be honored to support them as they scale the work we begin through MVPS. The primary requirement for success in this initiative is 'ready and willing partners'. Industry and higher ed must be at the table with districts and all must be willing to re-think systems - their own and each others. Every team member must be willing to invest both time and funding - but use them each differently for the collective good. Accessing resources such as Fuel Ed's digital industry certifications and PDPlus personalized digital professional learning ecosystem and iBELIEVE leadership programming provide tremendous value adds for any community as they begin transformations. FuelEd and PDPlus offer cost effective options for communities as they transition systems. Once the transition occurs (within 3 years) districts will likely have other resources locally and not need these services. ESC staff are deeply involved with Ohio ESC and School Boards Associations where we present at conferences and ,connect with hundreds of Ohio leaders. We will continue to do so on behalf of MVPS. Throughout the project, MVPS Leadership and ESC staff will communicate with non-consortia districts, sharing successes and offering opportunities for replication supports. Once capacity is built within the region, the ESC can internally support new districts as they come to the table

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 Ron Iarucci Mahoning Co ESC Superintendent 5/6/2016

Consortium

Mahoning County ESC (048280) - Mahoning County - 2017 - 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
Joseph S.	Nohra, Jr.	330-750-1061	joseph.nohra@strutherscityschools.org	Struthers City	044859	99 Euclid Ave, Struthers, OH, 44471-1831	
Tom	Yazvac	330-542-2929	tyazvac@springfieldlocal.us	Springfield Local	048371	PO Box 549, New Middletown, OH, 44442-0549	
Rachael	Smith	330-799-6810	rsmith@campbell.k12.oh.us	Campbell City	043703	280 6th St, Campbell, OH, 44405-1325	
Lance	Hostetler	330-482-3818	lhostetler@columbianalocal.us	Columbiana Exempted Village	045328	700 Columbiana Waterford Rd, Columbiana, OH, 44408-9499	
David	Janofa	330-757-7000	djanofa@polandschools.org	Poland Local	048348	3199 Dobbins Rd, Poland, OH, 44514-2327	
Mara	Banfield	330-729-4000	mabanfield@mahoningesc.org	Mahoning Co Career & Tech Ctr	051243	7300 N Palmyra Rd, Canfield, OH, 44406-9746	
John	Tullio	330-702-7020	jtullio@canfieldschools.net	Canfield Local	048314	100 Wadsworth St, Canfield, OH, 44406-1451	
Vincent S.	Colaluca	330/797-3900	vcolaluca@austintownschoools.org	Austintown Local Schools	048298	700 S Raccoon Rd, Youngstown, OH, 44515-3536	

Partnerships

Mahoning County ESC (048280) - Mahoning County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Jessica A.	Borza	330-853-7906	Jborza@tpma-inc.com	Mahoning Valley Manufacturers Coalition		241 E. Federal Street, , , Youngstown, , Ohio , 44503	
Bert	Cene,	330.747.5639	bcene@wdbinc.org	Mahoning & Columbiana County Workforce Development Board, Inc.		9 West Front Street , , Youngstown, , OH, 44503	
James	Cossler	330.884.6262	jcossler@ybi.org	Youngstown Business Incubator		241 WestFederal St., , , Youngstown,, Ohio,, 44503	
Suzanne	Barbati	330-744-5914	director@ohwowkids.org	OH WOW! The Roger & Gloria Jones Children's Center for Science & Technology		11 W. Federal Street, , , Youngstown, , OH , 44503	
Elizabeth "Beth"	Cortolillo	614-323-3043	ecortolillo@getfueled.com	FuelEd		2300 Corporate Park Drive, , Herndon, , VA , 20171	
Michele	Timmons	6148937341	michele@envisionedplus.com	EnvisionEdPlus		1352 Shelby Circle, , Reynoldsburg, OH , 43068	
Patrick	Klein	6148275463	patrickwklein@gmail.com	iBELIEVE Foundation		5448 Heathmoor Street, , Columbus, , Ohio , 43235	
Nick	Santucci	330.744.2131	Nick@regionalchamber.com	Youngtown/Warren Regional Chamber		11 Federal Plaza, , , Youngstown , Ohio, 44512	
Colonel James D.	Dignan	(330) 609-1243	james.dignan.1@us.af.mil	Youngstown Air Reserve Station		Youngstown Air Reserve Station, , Vienna, , OH , 44473	
Ed	Muransky	330-729-7400	emuransky@muranskyco.com	The Muransky Companies		7629 Market Street, Suite 200, , , Youngstown, , OH , 44512	
Mara	Banfield	330-729-4000	mara.banfield@mahoningctc.com	Mahoning Valley STEMME2 Academy		7300 N. Palmyra Rd. , , Canfield,, Ohio , 44406	
Jimmie	Bruce	740.264.5591	jbruce@egcc.edu	Eastern Gateway Community College		4000 Sunset Boulevard,, , Steubenville, , OH , 43952	
Michael A.	Hripko	330-941-3092	mahripko@ysu.edu	Youngstown State University		One University Plaza,, , Youngstown, , OH , 44555	

Implementation Team

Mahoning County ESC (048280) - Mahoning County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education
To be hired	upon award	Project Manager/Career Counselor	<p>project oversight and partnership development, ensure project aligns with MVPS leadership overall mission; manage project budget, supervise and support all project implementation to continually provide formative and summative feedback for staff regarding implementation of blended instructional model. Ensure all project outcomes are completed on time and within budget. Supervise and Support shared service career counselors Meet with ESC leadership monthly to review progress, address barriers; support ESC superintendent in facilitating and coordinating all MVPS leadership meetings. Provide data to evaluator and MVPS leadership for monitoring progress and reporting, reach out to new partners to provide new opportunities and experiences for collaboration for district partners and students. Ensure ESC, consortia members and partners adhere to Assurances.</p>	<p>strong communication, and project management skills, deep knowledge of K-12 and higher ed/workforce credential process</p>	<p>Project management experience, leadership experience and experience in K-12, higher ed and/or workforce development</p>	<p>Masters degree preferred, Bachelor degree required</p>
Karen H.	Larwin, Ph.D.,	External Evaluator REM Consulting, LLC	<p>Dr. Larwin will collect, record, and analyze both quantitative and qualitative data, both formatively and summatively, in an effort to provide consistent evaluation of all program outcomes. This work will include, but not be limited to, examining outcome measures which provide evidence of program impacts on participants, one year (or assessment measure) prior to program implementation through the full programming period. Outcome data will be provided / generated at</p>	<p>Dr. Karen H. Larwin, has a PHD in Evaluation, Measurement, & Statistics from Kent State University. She has also been an active member and chair for the quantitative section of the American Evaluation Association since 2006 and has chaired the American Evaluation Associations committee for Evaluator Workshops. Dr. Larwin has provided teaching/training in the areas of program and process evaluation, basic and advanced quantitative and qualitative research</p>	<p>Dr. Larwin has a Master's degree in Evaluation and Measurement and a PhD in Evaluation, Measurement, and Statistics from Kent State University. She is formally trained in advanced quantitative and qualitative methods, psychometrics, and measurement theory, and has</p>	<p>;Ph. D., Evaluation and Measurement Applied Statistics Focus Kent State University, Master's degree in Evaluation and Measurement</p>

			<p>the student level, educator level and the LLI level. Additionally outcome measures will be compared with non-participating students and educators. The data will be evaluated and reported quarterly, and presented to stakeholders and funders. Data will include dosage measures, activity monitoring reports, and fidelity of implementation measures. Data will be analyzed using most appropriate bivariate, multivariate, and hierarchical analyses approaches. The evaluation reports will comply with APA Style standards.</p>	<p>design and analysis since 2006. She has been working in program evaluation since 2003 and has completed in excess of one hundred and fifty program evaluations/needs assessment reports in the areas of STEM, K-12 education, transition credits, health education, et cetera. Dr. Larwin is recognized nationally as a quantitative methodologist, and serves as the chair the American Evaluation Association's quantitative section since 2006.</p>	<p>taught graduate level courses in these areas since 2006. Additionally, Dr. Larwin has continued her education as a graduate of the Stanford University Program on Research with Large Sample Data sets, the University of Madison Wisconsin's Program on Small Sample Research & Evaluation; and a graduate of Northwestern University's Program on Advances Methods Experimental and Quasi-Experimental methods. In addition, Dr. Larwin has attended trainings and is certified as an evaluator with the Higher Learning Commission and the Council on Accreditation of Education Programs (CAEP) and is an approved REEP evaluator for the State of Ohio.</p>	
Ronald J.	Iarussi Ed. D.	Mahoning Co ESC Superintendent/Project Director	<p>represent ESC at MVPS Leadership Team. Manage ESC activities and budget, work closely with all consultants, vendors, consortia members and partners to continually provide formative and summative feedback regarding planning and implementation. Supervise and support Project Manager. Work closely with Project Manager, ESC Treasurer and all consortia members to ensure all project outcomes are completed on time and within budget.</p>	<p>Responsible for leading an organization responsible for facilitating school improvement initiatives and shared service opportunities in 21 school districts across 4 counties.</p>	<p>12 years experience as a leader in both a school district, an educational service center and a career and technical center. 15 years experience as an educational administrator</p>	<p>Doctoral degree in educational leadership, Youngstown State University , May 20</p>

Matthew L.	Bowen	Campbell superintendent	Responsibilities (for this grant project);represent district at MVPS Leadership Team. Manage district activities and budget, work closely with all consultants, vendors, consortia members and partners to continually provide formative and summative feedback regarding planning and implementation. Work closely with Project Manager and all consortia members to ensure all project outcomes are completed on time and within budget.	Qualifications: Superintendent of Campbell City Schools; holds valid licensure in Education of the Handicapped (K-12), Elementary (1-8), Principal (PK-6), Principal (4-9), Principal (5-12), and Superintendent.participates with the Beeghly College of Education Advisory Council and is an active member of the Buckeye Association of School Administrators (BASA). Prior relevant experience: Matthew Bowen has secured, staffed and participated in grant programs with stakeholders for multiple years in two Mahoning County School Districts. Various partnerships include, but not limited to, Walsh University, Youngstown State University, The Raymond John Wean Foundation, Swanston Foundation, and Akron Children's Hospital. These partnerships have allowed students to be exposed to rich curriculum, interventions, and enrichment opportunities they would not otherwise have been able to participate in without the generosity of grant awards. Education: Bachelor of Science in Education from Youngstown State University; Master of Education in Education from Ashland University.	Prior relevant experience: Matthew Bowen has secured, staffed and participated in grant programs with stakeholders for multiple years in two Mahoning County School Districts. Various partnerships include, but not limited to, Walsh University, Youngstown State University, The Raymond John Wean Foundation, Swanston Foundation, and Akron Children's Hospital. These partnerships have allowed students to be exposed to rich curriculum, interventions, and enrichment opportunities they would not otherwise have been able to participate in without the generosity of grant awards. Education: Bachelor of Science in Education from Youngstown State University; Master of Education in Education from Ashland University.	Education: Bachelor of Science in Education from Youngstown State University; Master of Education in Education from Ashland University
Vincent S.	Colaluca	Superintendent, Austintown Local Schools	Responsibilities:represent district at MVPS Leadership Team. Manage district activities and budget, work closely with all consultants, vendors, consortia members and partners to continually provide formative and summative feedback regarding planning and implementation. Work closely with Project Manager and all consortia members to ensure all	Qualifications (for this grant - 100 words max): Superintendent - 7 Years @ Austintown Schools Director of Instruction - 6 years @ 3 years Austintown Local Schools; 3 Years Struthers City Schools Principal - 2 Years @ Struthers Middle School Assistant Principal - 2 Years @ Struthers Middle School	Prior relevant experience; (skills/experience with innovative project implementation of similar scope 100 words) Created a 7th and 8th Grade self contained STEM Program in collaboration with the Mahoning County Educational	Education Master Degree - Education Administration - Ashland University

			project outcomes are completed on time and within budget.		Service Center housed at the Austintown Middle School President of the the Board of the Mahoning Valley STEM ME2, ODE designated STEM school .	
David	Janofa	Superintendent, Poland	Responsibilities: represent district at MVPS Leadership Team. Manage district activities and budget, work closely with all consultants, vendors, consortia members and partners to continually provide formative and summative feedback regarding planning and implementation. Work closely with Project Manager and all consortia members to ensure all project outcomes are completed on time and within budget.	Qualifications: I have been a superintendent for 10 years. I also have experience as an assistant superintendent/ business manager.	Prior Relevant Experience I have been recognized and have presented at Knowledge Works of Ohio. I lead one of four school districts in Ohio recognized by Knowledge Works for reducing expenditures while increasing program and services for students. I was recognized in the areas of administration, transportation, and central office. I presented at the state conference in Columbus.	Education: Youngstown State University (BS) Ashland University (MA and Superintendent license).
Michele	Timmons,	President EnvisionEdPlus	facilitate early college pathway development in 3 high schools, provide embedded professional development - in person and virtual to support project goals	Qualifications;25 years as educational professional and consultant; experienced school leader and highly recognized educational innovator;	Prior relevant experience; (skills/experience with innovative project implementation of similar scope) Supported Canal Winchester in successful Straight A R2 Innovative Learning Zones project to redesign systems and implement K-5 innovative practices. Lead ongoing PD in Kenton and other districts in Ohio. Provide training and support to Hardin Co Chamber Business Alliance on their Community Connector grant. 2 years as	Education;MA-Ed Policy/Leadership and BS-Education The Ohio State University

					Coach/Business Development Manager for KnowledgeWorks Foundation, EDWorks division.	
Joseph	Nohra Jr	Superintendent, Struthers	represent district at MVPS Leadership Team. Manage district activities and budget, work closely with all consultants, vendors, consortia members and partners to continually provide formative and summative feedback regarding planning and implementation. Work closely with Project Manager and all consortia members to ensure all project outcomes are completed on time and within budget.	Youngstown State University and Dr. Karen Larwin, reported that our district is one of the highest trending districts in the area in academics, along with a number of other areas. We are proud that our state-of-the-art approach to tailor and distinguish education has earned us many commendations.	principal of the Mosaic School of Fine and Performing Arts in the Cleveland Heights-University Heights School District, - principal, athletic director and assistant athletic director in the Austintown Local Schools. A Liberty Township resident, he is president of the Liberty Local Schools Board of Education.	licensed teacher, principal and superintendent bachelor and master degrees
Dr. Jimmie	Bruce,	President Eastern Gateway Community College	co facilitate cross system collaboration to bring about MVPS vision; cost sharing for career counselors; support districts in expanding early college opportunities in Mahoning Valley	Qualification: President of the College	Prior relevant experience: Oversight for three Title V grants, worked with several state grants in Texas, have multiple state and federal grants at Eastern Gateway Community College.	Western Kentucky University - B.A. Public Relations/Journalism; M.A. Organizational Comm; Texas A&M University Ed.D. Educational Leadership
Mara	Banfield,	Director MCCTC and Valley STEM+ME	represent district at MVPS Leadership Team. Manage district activities and budget, work closely with all consultants, vendors, consortia members and partners to continually provide formative and summative feedback regarding planning and implementation. Work closely with Project Manager and all consortia members to ensure all project outcomes are completed on time and within budget. Q	6 years administration experience in grades 5-12 in Mahoning County. High School Science teacher (previous). Prior to education, worked as Public Education Specialist for the Geauga Soil and Water Conservation District. OTES State-Trainer.	Previous grant-writing and implementation experience, Public Relations and Outreach, Curriculum and Instruction Leader. Supt /Principal Gr 5-12 License ; Integrated Science License Gr 7-12, MEd. Curriculum and Instruction, BS Sustainable Resource Management	Supt /Principal Gr 5-12 License ; Integrated Science License Gr 7-12, MEd. Curriculum and Instruction, BS Sustainable Resource Management
John	Tullio	Canfield Superintendent	represent district at MVPS Leadership Team. Manage district activities and budget, work closely with all consultants, vendors, consortia	extensive background in education (over 44 years) and have held a number of administrative positions including, Director of Curriculum and Instruction,	Lead the development and served as project manager of small schools in Youngstown (2.1	BS in ED YSU Masters in Education YSU Post graduate work YSU

			members and partners to continually provide formative and summative feedback regarding planning and implementation. Work closely with Project Manager and all consortia members to ensure all project outcomes are completed on time and within budget.	High School Principal, Assistant High School and Elementary School Principal, and Assistant to the Superintendent for High School and Middle School reform.	million dollars) and Youngstown Early College (the only four-year high school on a four year college campus). In addition I recently wrote and managed two Advance Placement grants for Canfield High School.	
Nick	Santucci	Manager, Education & Workforce Development Youngstown Warren Regional Chamber	Engaging the Chamber's member business and other delegated tasks needed to make the grant a success.	Businesses in the area are concerned with the lack of soft-skill training that many of their applicants do not possess when going through an interview process. Thus, I currently work with Youngstown City School District and have implemented a program called Youngstown Business Education Community Connectors program where we service 130 students with soft-skill training such as resume writing, eye contact, social media do/don'ts, application processes etc. Once the students have a grasp of the soft-skills, we help them find paid work opportunities or internships. We plan to expand our program to Warren City School District in order to service both populations of students in the Valley.	In my four years at JCU, I participated in an inner city service learning program called "We, The People," where I was trained and tutored inner city school children once a week on the U.S. Constitution. My passion and love for helping the community and their families has allowed me the opportunity to service at the Chamber and be apart of this project.	2009 graduate of Howland High School and a 2013 graduate of John Carroll University