Budget

Cincinnati City (043752) - Hamilton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (50)

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	31,960.00	28,150.00	477,654.00	0.00	537,764.00
Support Services	177,648.80	76,188.98	55,336.00	5,000.00	5,500.00	0.00	319,673.78
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	19,000.00	0.00	0.00	0.00	19,000.00
Family/Community	0.00	0.00	0.00	5,800.00	25,200.00	0.00	31,000.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	54,000.00	0.00	9,950.00	0.00	63,950.00
Transportation	0.00	0.00	15,000.00	0.00	0.00	0.00	15,000.00
Indirect Cost						13,612.22	13,612.22
Total	177,648.80	76,188.98	175,296.00	38,950.00	518,304.00	13,612.22	1,000,000.00
						Adjusted Allocation	0.00
						Remaining	-1,000,000.00

Application

Cincinnati City (043752) - Hamilton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (50)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Increasing Academic Achievement, Learner Agency and Leadership Development

2. Project Tweet: Please limit your responses to 140 characters.
Hughes STEM - Taft STEM Elementary: Collaborating to Increase Academic Achievement through Learner Agency and Student Leadership.

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				
Pre-K Special Education	50 K	50 1	50 2	50 3
50 4	50 5	50 6	150 7	150 8
150 9	150 10	150 11	150 12	

Year 1				
Pre-K Special Education	50 K	50 1	50 2	50 3
50 4	50 5	50 6	150 7	150 8
150 9	150 10	150 11	150 12	

Year 2				
Pre-K Special Education	50 K	50 1	50 2	50 3
50 4	50 5	50 6	150 7	150 8
150 9	150 10	150 11	150 12	

Year 3				
Pre-K Special Education	50 K	50 1	50 2	50 3
50 4	50 5	50 6	150 7	150 8
150 9	150 10	150 11	150 12	

Year 4				
Pre-K Special Education	50 K	50 1	50 2	50 3
50 4	50 5	50 6	150 7	150 8
150 9	150 10	150 11	150 12	

Year 5				
Pre-K Special Education	50 K	50 1	50 2	50 3
50 4	50 5	50 6	150 7	150 8

150 9	150 10	150 11	150 12

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.

Hughes and Taft will provide training and supports in STEM and Social-Emotional Learning initiatives as it relates to the development of learner agency, leadership development and academic achievement for other interested Cincinnati Public school students, teachers and community members throughout the region. Additionally, students, parents and teachers will be trained in the Mindfulness philosophy to aid the transformation of the educational ecosystem in the region. This will ensure the impact of project beyond the life of the grant.

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

First and last name of contact for lead applicant
Kathy Wright

Organizational name of lead applicant
Cincinnati Public Schools- Hughes STEM High School

Address of lead applicant
2515 Clifton Ave.

Phone Number of lead applicant
513-363-7400

Email Address of lead applicant
wrighka@cps-k12.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

This project is designed to shift the culture of both Hughes and Taft STEM to one that is more learner-centered. One where learners are empowered to develop self-agency and leadership paired with the tools and supports needed to ensure the highest possible academic outcomes for every learner. Learning that is characterized by agency recognizes learners as active and engaged participants in their own learning through the design of their experiences and the realization of their learning outcomes in ways appropriate for their developmental level. Currently our students, lack the necessary skills and tools that would be beneficial for their own advocacy related to their academic success. Moreover, our learners lack the competencies needed to effectively address peer-to-peer conflict. Additionally our learners have limited opportunities and lack the supports necessary to facilitate the growth of individual leadership skills further impacting their ability to develop future education plan

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

This project will have at its core the development of students as advocates and leaders of their own educational path. Parental involvement being a key factor in student's academic success, it is imperative that parents are an integral member of the educational team working to shift

thinking and yield positive behaviors leading to academic and interpersonal success. We also recognize that in order to have a more learner-centered educational ecosystem we need to co-construct and collaborate as a K-16 STEM collaborative to ensure that students have the appropriate knowledge, skills and supports needed. The key components of the innovation are: Training Students as Peacemakers - Peer Mediation program - The processes of negotiation and mediation allow students to practice joint decision making within a structure that emphasizes a solution that is acceptable to all parties, therefore being fair. Negotiation and mediation are self-empowering, enabling students to make decisions about issues and conflicts that affect their own lives rather than having decisions imposed on them. Further equipping students with strategies to alter negative attitudes, increase focus, cognitive capacity, and effort; the four lifelong learning drivers indicated by Jensen and Snider in "Turnaround Tools for the Teenage Brain" will lead to increased agency, student achievement and in turn, decreased discipline incidents. Mindfulness - Training for learners,staff and parents: Mindfulness means maintaining a moment-by-moment awareness of our thoughts, emotions, bodily sensations, and surrounding environment. The practice of mindful awareness has a variety of well-documented impacts, including a reduction in toxic stress, an increase in emotion regulation, and an improvement in sustained attention, focus and executive functioning. Onboarding experiences - STEM Summer Camps and Summer Bridge- STEM Summer Camps - STEM fosters valuable life skills like problem-solving, critical thinking, and collaboration while fostering positive change for a better world. Learners will learn coding, game design, app development, robotics engineering, 3D printing, web design and filmmaking. Trained students, teachers and parents will facilitate the camps for rising 6th and rising 8th during the grant implementation year. In subsequent years, additional grades will be added so that by year 5 there will be camps for all students in grades 5 - 10. These additional supports will aid in academic preparedness. Summer Bridge - Provides a variety of engaging opportunities and experiences to rising 7th and 9th grade students that not only eases transition from middle school to high school, but strengthens new peer relationships while developing key academic skills and fostering a sense of community amongst our learners. Student Leadership Collaboratives Connections - Cincinnati Public Schools has embraced a structure of student leadership throughout grades 7-12. Divided into five collaboratives; Service Learning and Philanthropy, College Exploration, Career Exploration, Men's Leadership and Women's Leadership, our intent is to implement this program and grow extensions into the K-6 program. Student leaders will act as facilitators for learners in grades K-6 and will provide sustained connections that promote rich experiences and lessons. Comprehensive systems of learning supports - Teacher Professional Development Teachers will participate in professional learning communities to design instruction that supports student-centered and individualized learning. Utilizing STARS and MAPS data, iXL, and the Data-Wise analysis tools teachers, students and parents will engage in ongoing dialogue to help our community tap into collective wisdom, foster collaboration, identify and eradicate obstacles, enhance school culture, and improve student learning.

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.

The goal of the program is to Increase Learner Academic Achievement through Agency and Leadership Development. Historically, academic achievement has been measured by state and district exam scores. We intend to measure student achievement with multiple indicators yielding multiple outcomes. Access to current and relevant data to be utilized in determining skill levels and developing student centered learning activities will deliver increased proficiency rates in Reading, Math and Science for all students grades 5- 12. Grade nine is considered a "bottleneck" year because the numbers of retention are higher than that of earlier or later grades. Fewer students retained in grade(s) 6,7,8 and 9 will be a natural outcome of this program with respect to increasing academic achievement through agency. Information is empowering but only when it can be used effectively to drive improvement.

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.

In order for this initiative to succeed, we will need collective buy-in from a variety of stakeholders--including parents of the children to be served, classroom teachers, district administration, community partners, and more. We know that an opportunity exists to increase the scope and impact of our work around learner agency and achievement; however, we also know that we need multiple content experts at our table in order for this effort to succeed. Our business and community-based partners will need to be engaged with us on these endeavors, and we are excited about the value a Straight A Fund grant, in combination with our partnership with the University of Cincinnati, can and will bring to the district's strategic plan for engaging every student in career exploration to co-create experiences to support their individual academic and secondary plans.

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

Academic Remediation programs - afterschool, summer and during school to measure progress towards our indicators of success we will track several measures, including: student attitudes and aspirations mean grades, scores from standardized assessments building wide, district, and state.

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).

To account for student academic achievement through this initiative, we will use several data points, including the following: MAPS for science and STAR assessments for ELA and mathematics. The MAPS assessments will provide interim assessment data, better preparing us to meet our students when and where they are. These data will help inform a variety of programmatic and instructional decisions, including: identifying and qualifying students for various instructional strategies , guiding teachers who do not regularly make decisions on instructional program choices for students, scheduling and grouping to meet students' learning needs and screening for special or alternative instruction. The STAR Assessments will be used to determine patterns of growth and expected college and career readiness according to the extent of individualized reading and math practice accomplished by students.

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

comparison.

Critical to student achievement is the student's social and emotional identity and development. A student's identity is the embodiment of self-understanding and identity formation which is fundamental in psychological maturity during the elementary school years. All affective domains must be included within a STEM curriculum and a teacher's actions must include and foster self- determination, cultivate self-regulation, and establish an engaging classroom. In this classroom, students' diversity, individuality and uniqueness are recognized and respected. This allows for the development of students' critical thinking and problem-solving skills - which include creativity, curiosity, open-mindedness, analysis, inference and critical evaluation. Teachers will create classrooms that nurture student needs for self-determination by providing opportunities for students to make choices, demonstrate core competencies, and participate in supportive peer relationships.

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

In a perfect world, outcomes would be perfectly achieved without any challenges; however, there is great value in learning from and adapting to challenges. Should our previous assumptions prove false or for some reason not turn out how we expect, we will adjust our course. The strategy team will meet monthly to discuss project implementation, successes, challenges, and future goals/dreams. We will use this time to closely monitor the activities and outcomes presented in this proposal, and should we begin to experience unexpected roadblocks, our strategy team will analyze best practices, adjust our strategies, and continue to monitor the outcomes and data supporting the long-term vision that we seek. We will create a tracking table describing proposed activities, and assig measures and timelines to each activity. Data from this table will be used to prepare bi-annual reports for the implementation team and evaluation committee. These reports will compare actual accomplishments to projected targets with the tracking measures attached as evidence. The implementation team will review the reports to determine if program goals are being met and make recommendations for adjustments. If measured progress is insufficient to meet program objectives, we will reassess components of the plan and adjust as necessary. We will look at the overall impact of each component of the tracking table and seek to identify areas for increased efficiency, greater sharing of resources and gather consistent feedback from our students and educators on ways to further "move the bar" towards supporting this initiative. Reassessing periodically throughout the project also will allow the district to identify and address potential obstacles early on, avoiding lackluster results, growing apathy for change within the instructional staff, and lack of commitment from our students.

☐ 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 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.

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.

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.

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.

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.

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

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.

1,000,000.00 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.

Salaries - $177,648.80: Program managers at both Hughes and Taft. 2 FTE - $ 70,000 year x 2 =Total $140,000. $ 29.88 per hour X 70 Hughes and Taft teachers to attend a 3-day intense professional develop for 6 hours per day to be held during the 2016-2017 school year. Retirement, Fringe and Benefits - $76,188.98: Program Coordinators: Fringes - $30,000 x 2 = $60,000 Teacher Professional Development: $16,188.98 fringe benefits at rate of .43 %.Purchased Services - $155,336: $19,000 for Professional Development for peer tutoring, mediation and student leadership programs. $28,336 for 20 student workers for 23 days/8 hours per day at an hourly rate of $7.70/hour. $60,000 ($20,000 each).$20,000 to UC evaluation services to conduct baseline assessments and set up the on-going evaluation protocol for the school. $18,000 Substitute costs: to cover teachers participating in various workshops and PD $180 x 100 days. $10,000 - Train the trainer stipends. Supplies: $10000 Office Supplies. Capital Outlay: $456,674 8 mobile laptop carts at a cost of $6,163 per cart provides 1 mobile learning system for each team/STEM pathway for a total cost of $49,304. 30 laptop computers for each laptop cart for a total of 240 computers at a cost of $1,528 per computer. Total cost of $366,720. Video cameras - $25 at $220 each for a total of $5500. 10 mobile device carts at a cost of $2,800 per cart, provides 1 mobile learning system for each student leadership cadre both Hughes and Taft. Total cost $25,200. Technology to outfit the Innovative Leader Space - 3D Printer - ($800), Vinyl cutter ($575), Poster printer ($3000), Laminator ($2500), IMAC computer system ($2500), inkjet laser printer ($575), total $9950. Other - $74,910 Software licenses: STARS assessment Licenses $12,150, iXL licenses: $MAPS Assessment Licenses: $2.50 x 800 = $2000, Project Foundry 40 classes x $22,000. Stakeholder Incentives: $5800. Facilities Costs: $8000. Travel and Admissions: $15000. Indirect costs of $13,612

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.

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 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.

Program managers at both Hughes and Taft - $140,000 salaries and $60,000 in fringes. Both FTE's will be maintained through the use of General Funds starting in FY 2018 and beyond. Transportation cost for buses and bus tokens to transport student leaders between school sites. Software licenses for subsequent years will continue. The school budget for FY2018 and beyond will have allocations from Title 1 and General fund to help cover the cost of licenses. Graduate Assistant costs for FY 2018 and beyond will be covered the University of Cincinnati.

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.

We do not anticipate any costs savings as a result of this project.

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.

We are not reallocating costs as a result of this project.

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 RangeMarch 2016 through August 2016

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

Team Planning Meetings, Teacher/student/parent surveys

22. Implementation(grant funded start-up activities)

a. Date RangeSeptember 2016 to June 2017

b. Scope of activities - include all specific completion benchmarks

Professional Development, Increased use of technology in and out of classroom, Peer Mediation Program, STEM summer camps

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

a. Date RangeJuly 2017 - June 2022

b. Scope of activities - include all specific completion benchmarks

Increased student achievement in core academic subjects as measured by district exams and State testing.; Increased usage of computer technologies by both students and teachers; Increased student access to state of the art computer technologies; Improved student engagement and motivation in core subjects and STEM majors

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:

The most important sustaining component of the UC-Hughes STEM Partnership is its collaborative nature. The UC-Hughes partnership has developed over the past 6 years and a White House Summit announcement on December 4, 2014 recognized this collaboration as exemplar for the tristate region. The proposed program harnesses and builds from diverse experiences from groups and institutions that infrequently collaborate: a neighborhood urban high school, 12 colleges within a Research 1 university, business & industry, and community partners. The core leadership team for this partnership includes: Kathy Wright (Hughes principal); Ronnda Cargile (Hughes STEM Coordinator), Mildred Kennedy (Hughes Resource Coordinator), Rob Richardson (UC Board of Trustee), Bleuzette Marshall (UC Chief Diversity Officer), Nicole Blount (Board of Trustees office), and Kathie Maynard (Assistant Dean for Innovations & Community Partnerships from College of Education, Criminal Justice, and Human Services, CECH). Additionally, a 20-person advisory board is in place that includes leadership from both institutions as well as representatives from business & industry and community partners. Furthermore, the program has been designed to allow the four major program components (literacy, math, college and career readiness, parental involvement) along with its implementation strategies (tutoring, mentoring, service learning, multiple university colleges involvement) to be expanded to all grades and all students. The CCLC program will be robust enough and so interconnected that it will provide a foundation for broader implementation with a variety of community partners over the years.

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:

The University of Cincinnati Dr. Kathie Maynard 2600 Clifton Ave, Cincinnati, OH 45220 maynarkj@ucmail.uc.edu (513)556-2023

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.

Funding from the 21st Century after-school grant provides continued development funds for the creation and implementation of a college and career readiness after-school program for students at Hughes. This phase of the project is critical to the success of the UC-Hughes STEM Partnership because it will allow both partners to continue to collect crucial baseline and evaluation data about the effectiveness of the math, literacy, and college and career readiness programs on student learning, interests, and outcomes. This program will be sustained beyond the grant funds awarded due to a strong commitment from both UC and Hughes to institutionalizing this program. The partnership of UC with Hughes includes every college on main campus and a satellite campus. This partnership has been endorsed by the UC Board of Trustees and has support of the Provost and the Deans. Permanent institutional funds have also been given to support this work. In addition, the UC-Hughes STEM Partnership has garnered interest from other institutions, such as area corporations (such as Procter & Gamble, General Electric, Marathon, Children's Hospital) and other high schools, due to its unique collaborative nature and its scalability and potential for replication. The funding from this 21st Century after-school grant has provided critical development funds for the creation and implementation of a college and career readiness after-school program for students at Hughes. This phase of the project is critical to the success of a sustained UC-Hughes STEM Partnership because it allows both partners to continue to collect crucial baseline and evaluation data about the effectiveness of the math, literacy, and college and career readiness programs on student learning, interests, and outcomes.

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.

Simply put, partnerships will be the key to our success. In order for our efforts to succeed, we cannot operate within a silo, nor would we want to. We understand that our challenges are not unique to Cincinnati Public Schools-school districts across the state and country are facing similar challenges in the times and resources necessary to provide career exploration and job readiness; however, we feel confident that our strong partnerships with the regional workforce development partners, institutions of higher education, and a strong cadre of business volunteers are the vital elements in making these efforts a success. We envision great outcomes for our students, and look forward to scaling our efforts in creating visionary and sustainable change in this arena. Outside of our district, we look forward to sharing freely our results with others through publications and online materials in an effort to support other districts in emulating these best practices. We also will seek out local, state and national conferences and speaking opportunities in which to share the exciting work of this initiative and the impact we're seeing our students' lives. The Ohio Department of Education's Straight A Fund will serve as a lynchpin partner in this initiative and we look forward to working with the Straight A Fund committee on additional ways of sharing the good news with those in our region and throughout the country.

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

Consortium

Cincinnati City (043752) - Hamilton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts

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

Partnerships

Cincinnati City (043752) - Hamilton 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**
Kathie	Maynard	(513)556-2023	maynarkj@ucmail.uc.edu	University Of Cincinnati	062927	PO Box 210002, Cincinnati, OH, 45221-0002	

Implementation Team

Cincinnati City (043752) - Hamilton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team								
First Name	**Last Name**	**Title**	**Responsibilities**	**Qualifications**	**Prior Relevant Experience**	**Education**	**% FTE on Project**	**Delete Contact**
Kathy	Wright	Principal and Chief Learning Officer	Principal Investigator	Former Multicultural /Equity Division Director for the National Science Teachers Association Additionally, Kathy sits on the Board of Directors for the InterAlliance; an IT educational collaborative and is a member of the Advisory Board of the Greater Cincinnati STEM Collaborative.	Kathy has served as the Principal Investigator on a previous NSF funded iTEST grant.	B.S. in Biology; B.S. in Secondary Education; M.Ed. Curriculum and Instruction w/concentration in Science; Certifications - K-12 Pri	25	
Ronnda	Cargile	Innovation Lab Director	Project Team	Ronnda Cargile is a veteran teacher and is lead teacher credentialed by the Cincinnati Public School District. Having entered the realm of education through nontraditional alternative pathways Ronnda holds a teaching license in General Science and has a Masters degree in education. In her role as Program Facilitator, Ronnda Cargile establishes and maintains community and business partnerships, oversees and designs STEM program initiatives, and helps in identifying and delivering professional development beneficial in promoting a thriving and rich STEM environment.	As an original member of the Hughes STEM instructional team, former Science Department Chair, District Science Content Innovation Specialist and I-TEST-NSF teacher she has designed curriculum for national, district and school outlets. Ronnda facilitates creation and execution of authentic STEM projects and experiences that assist in preparing our students for college and career.	Teaching License in General Science M.S. in Education	50	