

Budget

Fairless Local (049841) - Stark County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (13)

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	2,500.00	46,500.00	0.00	0.00	49,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		10,000.00	2,800.00	0.00	0.00	0.00	0.00	12,800.00
Prof Development		9,500.00	3,325.00	0.00	0.00	0.00	0.00	12,825.00
Family/Community		0.00	0.00	3,000.00	0.00	0.00	0.00	3,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	314,345.00	0.00	314,345.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
<b>Total</b>		19,500.00	6,125.00	5,500.00	46,500.00	314,345.00	0.00	391,970.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-391,970.00

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
COMMUNITY for Knowledge Grant - College Opening Momentum Means Underprivileged Now Instructed To Yearn for knowledge

2. Project Tweet: Please limit your responses to 140 characters.  
Innovative college-level learning spaces for creative instruction will promote student achievement, fiscal prudence & shared services.  
*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	5	6	80 7	80 8	
140 9	140 10	140 11	140 12		

Year 1					
Education	Pre-K Special	K	1	2	3
4	5	6	80 7	80 8	
140 9	140 10	140 11	140 12		

Year 2					
Education	Pre-K Special	K	1	2	3
4	5	6	80 7	80 8	
140 9	140 10	140 11	140 12		

Year 3					
Education	Pre-K Special	K	1	2	3
4	5	6	80 7	80 8	
140 9	140 10	140 11	140 12		

Year 4					
Education	Pre-K Special	K	1	2	3
4	5	6	80 7	80 8	
140 9	140 10	140 11	140 12		

Year 5					
Education	Pre-K Special	K	1	2	3
4	5	6	80 7	80 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.*

The College Credit Plus (CCP) program is open to all 780 Fairless students in grades 7-12 who qualify and wish to begin earning college credit in middle or high school. The partnership between Fairless schools and Kent State University (KSU) at Stark, which brings CCP courses to Fairless, makes it possible for many of our students to participate in the CCP Program. The closest college campus to Fairless schools is 40 miles roundtrip. We also expect students from neighboring rural schools to enroll in CCP courses on our campus as Fairless becomes a hub for college and career readiness with increased CCP opportunities with 21st century facilities. During the 2015-16 school year, 45 Fairless students in grades 7-12 participated in the CCP partnership, and early registration for the 2016-17 school year shows growth in the program. As overall academic rigor and expectations rise, it is estimated that all 1,650 Fairless students, as well as future students, will benefit from this program.

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

First and last name of contact for lead applicant  
Michael Hearn

Organizational name of lead applicant  
Fairless High School

Address of lead applicant  
11885 Navarre Rd SW, Navarre, OH 44662

Phone Number of lead applicant  
(330) 767-3444

Email Address of lead applicant  
mike.hearn@fairless.sparcc.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

In 1990, the State of Ohio realized that some students are ready for college much earlier than at the completion of the 12th grade. The Credit College Plus (CCP) program like its predecessor the Post Secondary Education Options (PSEO) Program, were conceived to make earlier enrollment in college a possibility. While these programs are innovative to service the accelerated learner, difficult obstacles remain for those who like our students are also economically disadvantaged and remote in location. Our CCP program offers 45 fully transferrable credits on our high school campus which is a hub for college and career readiness. We are fiscally able to sustain the program by the low tuition rate with our college partner of \$30 per semester hour including text. Our program goal is to expand course offerings to include attainment of the associate's degree prior to high school graduation resulting in a seamless P-14 model that is accessible to Fairless and neighboring rural schools.

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

Complementing the progress in academic programming and enabling further relevant teaching and learning opportunities that are fiscally pragmatic, FHS proposes a Straight A Fund innovation that includes updated CCP classrooms and faculty office space that will be compliant with the Americans with Disabilities Act (ADA). Off-campus CCP classes are expensive to school districts, duplicate services, require a minimum 40-mile round trip daily by personal vehicle for students, and are inaccessible for many Fairless families. Our CCP partnership with KSU-Stark offers high-quality, cost effective, on-site options that can become a hub for college and career readiness. FHS's strategic partnership with KSU offers 45 transferable college credit hours provided on-campus at FHS with a combination of Fairless teachers and KSU adjuncts. This partnership allows our students to begin a pathway to an affordable and accessible degree. Student leaders and mentors remain at FHS and participate in extracurricular activities, and an affordable college program is easily marketed to the community. The partnership includes a \$30 per credit hour cost that includes tuition, textbooks, and travel to FHS for KSU adjuncts. As a result of the partnership, the number of Fairless students participating in CCP has tripled in its pilot year while overall CCP costs have declined. However, in order to, retain students and high quality faculty and to expand the CCP partnership program, classrooms at FHS must be updated. The physical environment is highly related to student motivation and success. In a 2014 study, about 90% of students said that they would be more motivated to learn more and would achieve higher grades if their physical learning environment improved (Asiyai, 2014). Students' increased motivation and academic success was demonstrated in a 2011 study that offered two identical sections of the same course with the same instructor. One section was taught in a technologically-enhanced classroom and the other, in a traditional classroom. The students in the technologically-enhanced classroom outperformed their counterparts (Brooks, 2011). The educational literature shows that students' perceptions of the physical environment fall into 6 areas: furniture, technology, lighting, noise, color, and temperature (Shamaki, 2015; Lei, 2010). Our goal is to improve the physical environment in these areas with a proposed design based on the Learning Space Rating System conceived by an Educause advisory team (Brown, et al, 2014). The design includes flexible, multi-functional seating that allows a variety of interactions between and among students and their professor (Lei, 2010; Veltri, Banning, & Davies, 2006). An outdoor classroom for many STEM courses, which also has creative and therapeutic benefits, will be added (Ariani & Mirdad, 2016). To further integrate technology into classrooms, Chromebook carts and SMART projectors will be installed (Ariani & Mirdad, 2016; Asiyai, 2014). Classroom lighting will have brightness controls. Lighting is directly related to mental attitude and affects feelings, behavior, concentration, and learning (Lei, 2010; Veltri, Banning, & Davies, 2006). To diminish distracting sounds that can interfere with learning and concentration and result in less instruction time, carpeting will be installed (Lei, 2010; Veltri, Banning, & Davies, 2006). Classroom color can affect morale and absenteeism and productivity by as much as 10% (Lei, 2010). Dreary pale yellow classrooms will be painted in the school's colors. Although classroom temperatures above 74 degrees cause adverse effects on math, reading speed and comprehension, work efficiency, and output (Lei, 2010), temperatures in the 2nd floor classrooms most fall and spring days exceed 90 degrees F. Opening doors, windows, and using fans cause distractions and reduce teaching efficiency (Lei, 2010). Air conditioning units will be installed in the CCP classrooms.

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.*

Our student achievement (SA) goals are related to college coursework, preparation, and degrees. Because of the high quality environment of the on-site Fairless CCP Program through its partnership with KSU Stark, we have identified the following student outcomes: 1 Completion of more college classes successfully while in high school 2 Improvement of preparation for post-graduation college classes 3 Improved college degree completion rate Currently, 36% of FHS students enroll in college within 2 years of graduation. Only 15% of seniors graduate with some college credit and only 28% complete a degree within 6 years of graduation (NSC, 2015). We anticipate that with more CCP course offerings at FHS combined with our academic support services, the students can earn more college credits, and are more likely to graduate with a degree. Because they begin college further ahead, this prepares them for college work, reduces their overall college costs, and puts them on a degree pathway.

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.*

During 2014-2015, FHS students were surveyed concerning educational options they chose and the reasons for their choices. One of the most frequent reasons for pursuing off-campus CCP courses was the limited advanced course offerings at FHS. Last year, nearly 50 students took CCP courses off-campus, but this year, following our partnership with KSU Stark, only 5 students traveled off campus. Financing a college education is assumed to be a huge barrier for many students at FHS. With 56% of our students on free & reduced lunch, and average annual income of \$29,000 for a family of 4, college is not attainable for many students. The availability of CCP courses at FHS encourages students to earn as much college credit as possible in high school. Because Fairless students will soon have access to the equivalent of an associate's degree of free coursework that is fully transferable to Ohio public universities, they can continue with college after high school graduation to seek a degree.

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

As the lead applicant of this grant and a Fairless HS graduate, I have personal experience with post-secondary enrollment options (PSEO). Fairless HS is a small, rural school with very limited programming. My parents were high school graduates, but no one in my family had ever attended college, and for the most part my family lived paycheck to paycheck working blue collar jobs. When PSEO became available in 1990, I viewed it as the only way for me to prove to my family that I could handle college, and also as an opportunity to get as much college coursework done as possible for free. It was a great experience, but it had many downfalls that I see many students still experiencing now with off campus CCP. I was disconnected from my high school and my peers. There is no doubt that I missed out on many high school experiences. Prior to PSEO I was very active in the HS band program, but found that my time on the college campus quickly lowered band on my priority list. The drive to and from college was dangerous, and the wear and tear on my vehicle and additional gas costs became quite expensive. For several of my friends the issues surrounding transportation were too much for their parents to overcome and these students were unable to participate in the program. Long-term, while these students were able to eventually attend college, most were unable to complete their degree in a four-year time span. As a principal, these experiences, and the experiences I see

students at Fairless HS experiencing while attending CCP classes off-campus are some of the main reasons why the partnership with KSU Stark to bring 45 credit of college to the HS campus occurred. Pre-PSEO, during PSEO, and now during the CCP era - one constant has remained - students want to achieve and be successful. Often times, it is the limitations put on students by schools more than the limits students put on themselves that hurt student achievement. The purpose of this grant at its heart is to unchain the learner residing in all students. FHS & KSU Stark will provide the highest-quality educational options at a price point sustainable for the school. Offering these courses on the HS campus removes replicated services and many of the barriers that have hurt students' ability to use PSEO in the past. If the educational environment can be improved at Fairless HS to meet the quality of this program, student achievement gains will be had, and Fairless HS will become the CCP college and career ready hub of Southwest Stark County. According to National Student Clearinghouse (NSC) statistics, the college trend for the Fairless Local School District since the Class of 2009 shows that the sooner students attend college following high school graduation, the more likely they are to graduate with a degree. Graduation rates flat line after the fifth year following high school graduation. Approximately 55% of our students attempt some form of college within the first six years after graduation. About 28% of Fairless students graduate with either an associate's or a bachelor's degree within 6 years. The remaining 27% who attend college quit before they graduate and never return (National Student Clearinghouse, 2015). The goal of our CCP partnership is that students will have more college credits toward their degree upon high school graduation. Therefore, when they enter college, they will be able to graduate faster making it more likely that they will reach their goal of degree attainment. By partnering with KSU at Stark, the Fairless Local Schools has created a pre-k-14 educational system that is respectful of and conservative for the local community. The negotiated agreement sets tuition at \$30 per credit hour including textbooks, provides scholarships to encourage student participation, makes increasing the pool of local teachers achieving adjunct professor status a priority, and substantially expands access for our students to high-quality college programming.

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).*

Students who participate in CCP program will grow academically and be better prepared for further study through the 5-year lifespan of the grant and will show progress towards college degree completion upon high school graduation. Below are the student achievement (SA) indicators. SA (1) Completion of more college classes successfully while in high school SA 1a) Double the % of students who graduate from HS with college credit from 15% to 30% SA (2) Improvement of preparation for post-graduation college classes SA 2 a) 80% of students who participate in CCP courses and support services will show positive growth in ACT scores SA 2 b) 45% of high school graduates will have taken college-level courses within two years of graduation (baseline 28%) SA (3) Improved college degree completion rate SA 3a) 15% increase (28% to 43%) of FHS students who graduate from college with a degree within 5 years SA 3b) 10% of FHS graduates will earn an associate's degree by 2020 (baseline 0%)

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

SA 1a and 3b) Student transcripts starting with the Class of 2015 as a baseline will be analyzed for the number of students who graduate with college credit (baseline = 15%) and an associate's degree (baseline = 0%) by high school graduation. SA 2a) ACT scores are required for admission into the CCP program, so these scores will be used as baseline scores. The highest score earned after beginning CCP coursework will be the comparison measure for calculating growth. There is no baseline currently because this would begin after the implementation of the grant's support services offered. SA 2b and 3a) National Student Clearinghouse Data for Fairless High School and Stark County can be used to find the percentage of students who take college classes within 2 years after high school graduation (baseline = 36%) and those who graduate with a college degree within 5 years of high school graduation (baseline = 28%).

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

Since 1990, Fairless has had a history of closing the learning gap in measurable ways. Initially we were rated by the Ohio Department of Education as "Academic Watch" and currently Fairless is rated as "Excellent" and has been for 7 years. Our graduation rate has increased from one of the lowest in Stark County at 63% in 1993 to 95% for the past five years. The natural next step for Fairless Schools is to achieve our goal of college and career readiness for all students. If the results of this project are not favorable, Fairless will work closely with our partner KSU Stark to study the shortfalls of the program. The Ohio Improvement Process (OIP) model would be used to analyze data and create goals to put the program on the right track. Progress would be monitored, student indicators implemented and research-based, best-practice strategies would be used to reach our goals over a corrective process. If ACT scores do not increase with participation in the CCP courses, we will intervene by offering additional tutoring to assist students with their ACT scores. We already have a tutoring lab in place that assists with coursework including help with college-level classes, and it has offered some ACT test prep as well. Expanding that program to assist students in between semesters when they do not have classes would be a natural intervention that could be provided. Our KSU partners have also offered to assist us with student tutors and their outreach coordinator has offered to assist our students to prepare for the ACT in the areas of English, reading, and writing. Implementing a more rigorous track for students who want to begin college classes could begin in earlier grades to prepare students to be ready. We already offer advanced courses in English language arts and math. Providing further advanced coursework for students to be more college-ready could be added if the enrollment in on-campus college-level courses does not rise to meet the expectation of our goal.

■ 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.*

Technology and resources will be available to every student and staff member in the building by adding an elevator which will allow students with limited mobility and teaching materials such as Chromebook carts, SMART projectors, and Apple TVs to easily be transferred between the two floors of our academic wing. Our classroom resource (CR) goals are as follows: 1. Increase accessibility to the second floor for students, faculty, and classroom resources 2. Increase the use of technology classroom resources as a differentiation and instruction tool 3. Renovated classroom space will allow for the expansion and growth of the College Credit Plus program. Our goal is to expand from the current offering of 45 credit hours, which includes a minor in Spanish, to a full Associate of Arts degree that is fully transferable for students as they matriculate. This program will be available for neighboring schools to use "at cost" thus making Fairless HS a hub for college and career readiness.

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.*

The more technology our teachers use, the more computers our students will need to complete assignments. Google productivity tools and Turnitin drive learning, which provides real-time feedback from the teacher. Students will be required to type all reports. We surveyed our students and found that 70.8% do not have computers and/or Internet access from home, so they must be able to access educational technology during the school day. Having more Chromebooks for classes to use allows for assessment data and targeted instruction to drive standards-based progress and outcomes. We assume that teachers have varying levels of proficiency with technology and its use as a pedagogical tool, and we provide professional development opportunities that are tiered from novice to expert. It is assumed that SMART projectors/Apple TVs will improve student achievement as these promote blended learning, student presentations, project-based learning, and student/teacher interactions.

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

With the innovative CCP classes taking place on the second floor, both students and resources need to be able to get to that level quickly and with little interruption in service. Fairless HS opened in 1967 predating the Individuals with Disabilities Education Act by 8 years. As a result, there is no access to the 2nd floor for those with limited mobility. CCP classes take place on the 2nd floor, which is not ADA accessible. The 1st floor of the building cannot house CCP classes because science labs, county multi-handicap classrooms, and the library are housed there. Today, the HS's enrollment is 580 students of which approximately 31% are economically disadvantaged (county's 2nd highest poverty rate) and 15% are physically disabled. Our district is not unique in its needs for equal access to all parts of the building. Approximately 1 in 8 students in the US have some type of disability (Renner, 2006). Our school has students who have several disabilities, and more students in the middle school are soon matriculating to our HS. Additionally, the facility houses two county multi-handicapped (MH) classrooms which provide education for students from Fairless, Northwest, Tuslaw, and Manchester schools, who bus students with MH to Fairless as the programming is not available within their school districts. These students are currently housed on our 1st floor which has restrooms and classrooms that have been altered for accessibility; however, those students who have mobility issues have never seen the 2nd floor of their HS. Additionally any student who has a temporary mobility issue will need to be able to attend their college class on the 2nd floor. When students are too immobile to attend a 2nd-floor class, the only option we have is to ask them to sit in the 1st floor library while working on class work and their teacher will send work for them. Clearly, this would not be the most effective way for college students to attend class. All students need to be able to get to their classes. Equally frustrating for faculty is the limited amount of teaching resources because many items cannot be transferred easily between the floors. Currently, we duplicate all materials on the 1st and 2nd floor because there is no convenient way to transition between the floors. Computer carts, TVs, projectors, carts, and any other teaching supplies that are heavy or bulky stay on one floor for their entire longevity of usefulness. The high school used Title 1 dollars to purchase 180 Chromebooks to prepare for Next Generation Assessments for 580 students. While the underlying goal was to ensure that we had the necessary amount of devices to test all students in a timely fashion, it also has allowed teachers and students to share access to devices in their own classroom. This has become so popular, that often times there are insufficient Chromebooks when needed. Professional development has been done with staff to increase our overall use of blended learning, formative and summative assessments, and project-based learning. All students and staff now have district issued Gmail accounts. These accounts are used to access learning tools like Google Classroom, Drive, and productivity tools. This has reduced our paper usage and reliance on printers. Expensive software subscriptions like Microsoft Office are no longer purchased. On walkthrough observations and during evaluations, we have noted that half of Fairless faculty already use electronic platforms to deliver instruction, assess students, and provide feedback. With more Chromebooks in the hands of our students and updated SMART projectors in the classroom it is expected that this increase in devices will allow full compliance. The district used permanent improvement funds to update its wireless infrastructure to ensure we had the capacity to serve additional devices. Our wireless infrastructure and servers are now able to handle devices for all 1,635 students in the Fairless district.

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.*

The 2014-15 District Report Card showed that Fairless spent 65.2% of its budget in the classroom. According to the Ohio Department of Education, our % of dollars spent on classroom instruction is comparable to similar districts (66.7%) & Ohio (67.3%). Most of the dollars spent through the grant are one-time expenditures that will not impact the instructional spending % in future years. This grant substantially reduces replicated services that occur when students choose off-campus educational options. As more students choose the on-campus CCP model, the cost of tuition, books, and fees is reduced. These students staying on-campus will also take HS course offerings and electives and participate in extracurricular activities. The savings over 5 years from implementing this grant adds up to \$42,575.

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.*

Expanding on our classroom resource (CR) outcomes, below are the specific indicators of progress on this goal. 1. Increase accessibility to the second floor for students, faculty, and resources CR 1a) 100% of CCP students will be able to navigate to the second floor CCP classrooms (baseline 85%) CR 1b) 100% of CCP classroom resources can be accessible to all CCP classrooms (baseline 50%) 2. Increase the use of technology as a differentiation and instruction tool CR 2a) 100 % of CCP teachers/professors will use technology in their weekly lessons (baseline 50%) CR 2b) 100% of CCP teachers will have access to a SMART projector when needed (baseline 0%) CR 2c) To increase by over 30% the number of Chromebooks available in the high school (Currently, there are 180 Chromebooks at the high school and adding 90 more will increase the number of Chromebooks by over 30%.)

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

Each class of high school students goes through an orientation, and there are class meetings throughout the year. If students are unaware of the availability and are not using the elevator, this will be explained through those venues. New students, students with newly acquired conditions such as an injury that changes their mobility status, and guests will be made aware of the elevator by our front entrance receptionist and other staff members such as our special education teachers if mobility becomes a part of their individualized education plan. Teachers will be introduced to the elevator during new teacher orientation and teacher meetings during the first year of its use. If students and teachers are not using resources between the floors via the elevator, an online survey will be taken to find out why it is not being used. Use of the new technology can be monitored through the online reservation system, administrative walk-through observations, and teacher evaluations. If it seems that teachers are not using the technology in their classrooms, then targeted professional development will be implemented according to the needs of the staff. A technology coordinator will be in place to assist teachers with setup, use, troubleshooting, and maintenance of the Apple TV, SMART projector, and Chromebooks. The coordinator will also assist teachers with professional development on using technology within the lesson design. Please see the attachment "Renovated CCP Classroom Rendering" to gain a perspective of what the newly designed technology-enhanced classrooms will look like.

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.*

Students, faculty, and the community perceive that the quality of learning is high in a physical environment that has been updated to meet the needs of a college student. According to Banning and Davies' research on student perceptions of the college classroom, student motivation, concentration, and performance are based on comfort, control, attention, access, and enjoyment (2006). Our goal with regard to shared services (SS) is to create the following outcomes: 1. Increase the quality of the physical environment for student retention, 2. Increase the quality of faculty instruction through faculty retention, and 3. Increase the quantity of courses offered.

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.*

The assumption is if the physical environment meets the needs of the learners then students will want to continue taking classes on our campus, and excellent, experienced faculty will want to return to FHS. During 2014-2015, our students and their families were surveyed about educational options, and most students who pursued off-campus courses did so because they sought an improved educational environment with access to better facilities. Research shows that the physical environment affects student development, learning, and influences behavior (Banning & Davies, 2006). Currently our classrooms are hot, noisy with fans, and at best retrofitted for technology by running visible wires throughout the room. Enhancing the college classrooms will increase the ability of the students to not only continue to take classes but also perform better, and faculty will want to return to teach on our campus. Please see the "Renovation Webpage" attachment showing the current state of the CCP area.

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.

During the 2015-16 school year, the Alumni Association raised \$23,000 to paint the entire first floor and lockers. A change in pride toward the school was immediately noted. Professional signs mark the windows of the college classrooms denoting the presence of the satellite campus as the central hub of the second floor. The district, Alumni Association, and Athletic Boosters are combining resources to create a front entrance that is ADA-accessible and the outdoor classroom would complement this area. The use of an outdoor classroom has been researched to show that it can also be a motivation for student success and is often a more appropriate setting for some topics (Arianai & Mirdad, 2016). Educational research literature has compiled a list of physical environment factors that affect both college students and faculty. A 2014-study demonstrated that 92.53% of students stated they would both learn more and achieve higher grades if the condition of their physical classroom improved (Asiyai, 2014). Similarly another study by this same author found that the physical environment of the school has the greatest influence of all factors that affect learning and academic performance (Asiyai, 2014). The six areas that make up the physical environment include lighting, thermal, noise, size, shape and arrangement of furniture, technology, and color (Lei, 2010). Both male and female students have the same needs and perceptions in the classroom (Asiyai, 2014). A University of Minnesota 2011 study offered two identical sections of the same course with the same instructor. The difference between the two sections was that one section was taught in a technologically-enhanced classroom; whereas, the other section was in a more traditional classroom. The students in the technologically-enhanced classroom outperformed their traditional-room counterparts (Brooks, 2011). The environment for learning is also key when considering moving the learning outdoors. The outdoor classroom can serve many purposes beyond being the best place to experience CCP science classes (Gopal & Pastor, 2013). Learning outdoors in any subject inspires curiosity, addresses different learning styles, increases processing skills, and lowers mental stress and fatigue (Cassidy & Wright, 2015). Our outdoor classroom will be easily accessible from our new front entrance which will be constructed during the Summer of 2016 making it easy for all classes to enjoy the

benefits of this style of learning. Photos of our front entrance construction project and the outdoor classroom can be found at: <http://highschool.fairlesslocalschools.org/home/on-campus-ccp-program> and on the attachment "Renovation Webpage." We anticipate continued development of services that will improve our educational delivery system through this grant. We work together with KSU on grant writing to improve the partnership programming. KSU faculty participate in our CCP night, Career Day, and Financial Aid Nights to help inform students and parents about programming. In particular, one session will be designed for first generation college parents who can benefit from understanding the intricacies involved in selecting affordable options for college. KSU Stark is working very closely with Fairless to develop a program to get more Fairless teachers the needed credentials to become adjunct professors. Another grant has freed up dollars from KSU Stark's budget to allow for Fairless teachers to receive free college coursework to help achieve this goal.

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

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

*Example: consolidation of transportation services between two districts.*

Our specific indicators of progress in relation to our shared services (SS) outcomes are as follows: SS 1 increase the quality of the physical environment for student retention, SS 1a 90% decline in the number of students going off campus to enroll in CCP courses from 2014 to 2017. SS 1b 90% of students participating in College Credit Plus courses will continue to enroll in on-campus, college-level courses. SS 2 increase the quality of faculty instruction through faculty retention SS 2a 80% of faculty who are teaching college-level courses will request to return to our campus. SS 3 increase the quantity of courses offered. SS 3a Scholarships will be awarded by KSU Stark to all graduating seniors who have earned at least 30 credit hours of CCP coursework. We expect at least 15% of graduating seniors to meet this threshold each year. SS 3b FHS and KSU will use newly renovated spaces to expand CCP programming by 25%. SS 3c Expand the CCP to offer a full associate's degree from FHS.

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.*

SS 1a)CCP enrollment forms will show the number of students enrolled on/off campus. The baseline in 2014-15 was 50 students off campus. SS 1b)The National Student Clearinghouse Student Tracker Aggregate Report for Fairless High School provides data on college student enrollment. (baseline = 28%) SS 2a)Adjunct and CCP FHS faculty satisfaction will be monitored through orientation, professional development surveys, and semester exit surveys. This year of initial implementation no baseline data exists. SS 3a)Student transcripts will be used to demonstrate student attainment of college-level coursework credit through the on-campus CCP courses prior to graduation. This is the first year, so no data exists for a baseline. SS 2a, 3b and 3c)The Program of Studies and master schedule will demonstrate the increase in the number of CCP courses offered, whether an entire associate's degree can be earned on campus, and names of faculty who return to teach CCP courses. Baseline = 45 credits

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

If our assumptions prove wrong, and more students do not choose to stay on campus at FHS, an evaluation of the program would be done using the building leadership team, KSU staff, and students to determine what areas of need are not being fulfilled. Our yearly CCP parent meeting would be evaluated to determine if it was giving families enough information on the benefits of the program. If not, the meeting agenda would be changed. Families could be surveyed to determine their level of awareness of, and knowledge about the program, and if they have experience with the program, their level of satisfaction. If families show levels of dissatisfaction with the program, work would be done to identify solutions. If more students do not choose to continue on to a 4-year college using the scholarship that is being offered, it could be assumed that different career or vocational opportunities are being selected by our students. If this is the case, we would partner with our local career and technical center to identify what avenues are available to meet the needs of all students. Field trips, program shadowing, and career fairs could be used to help students identify future career pathways that require a 4-year college degree. Additionally, the ACT Aspire would provide information on student skill sets and Ohio Means Jobs would provide information on available careers, salaries, and job requirements. We could use this information to direct students into careers that require a college degree for students that originally had interest in vocational careers. The grant's external evaluation team feedback would be used to revise goals, strategies, and indicators as needed to put the program on the right track. Progress would be monitored, student and staff indicators implemented, and research-based, best-practice strategies would be used to reach our goals over a corrective process.

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.*

391,970.00 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.*

a.) CCP classroom and office space renovation (at a total cost of \$189,220) include: 1.) \$90,000 for classroom furniture 2.) \$22,000 for carpeting 3.) \$9,000 for paint 4.) \$23,220 for ceiling tiles at \$5.16/sq ft (4,500 sq ft) 5.) \$27,000 for lighting \$10.00 per sq ft (4,500 sq ft) 6.) \$18,000 HVAC \$4.00 per sq ft (4500 sq ft) b.) Mounted SMART projectors with Apple TVs (5 classrooms at \$2,000 per projector, \$100 per TV, & \$500 per projector & TV = 5 \* (\$2,000 + \$100 + \$500) = \$13,000. c.) \$36,000 for 90 new Chromebooks in 3 carts. d.) \$3,000 to market & promote our CCP programming to the community & to allow for greater student participation in the program. e.) \$43,000 to construct an outdoor classroom space to the front of FHS. The outdoor classroom will be constructed using poured concrete. The total cost includes demolition & removal of existing structure & all construction costs associated with the outdoor classroom space. f.) Stipends are 1-time & include a benefit calculation of 35% already added to the total: 1-Lead Applicant Grant Principal = \$5400; 2 Implementors - 1 from Fairless HS & the other from KSU Stark--\$5400 total for both positions (\$2700 each); 2-CCP professors who are also FHS teachers = \$4050 total for both teachers (\$2025 each) for orientation, technology training, & time spent on KSU campus; 1-FHS technology coordinator to implement the setup & maintenance of the projectors, 3-Chromebook carts, provide PD on the technology use to all teachers and CCP adjunct faculty \$4050; Up to 7 CCP adjunct faculty from KSU for orientation, training, & professional development \$4725; Evaluation Team (2 pro bono KSU faculty evaluators and 2 paid student assistants) at \$10 per hour, up to 100 hours per year, \$2,000. g.) 2-stop elevator with 1500 lbs. capacity = \$82,125 will make it possible for students & materials to go from the 1st floor to the 2nd floor CCP classes making all programs ADA accessible.

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.

41,485.00 a. Sustainability Year 1

41,485.00 b. Sustainability Year 2

41,485.00 c. Sustainability Year 3

41,485.00 d. Sustainability Year 4

41,485.00 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.*

Sustainability costs will include the maintenance and cost of operation of the various components of this grant. The elevator will need to have an emergency phone line and increase cost of electricity to operate it. The air conditioning will also include sustainable cost of electricity to operate it and annual maintenance costs. The technology purchased through this grant includes Chromebooks, Apple TVs, and SMART projectors which will be on a 5-year replacement plan. There are additional dollars set aside for repair of Chromebooks on an as-needed basis. There are dollars set aside for bulb replacements for the projectors or other repairs on an as-needed basis. The stipend positions and promotion will continue through all 5 years of the grant and will be paid out of the general fund after the initial year of implementation. The stipends will be continued as it is recognized by the district that our faculty who teach College Credit Plus courses are required to receive additional professional development, go to off-campus meetings, and are accountable to both the high school and the university, so these funds will be used to compensate for the additional time requirements. Stipends for a technology coordinator will continue throughout the 5-year period because support and maintenance of these devices is critical to successful use of them. Evaluation of the grant will occur annually, so this stipend will continue to for the graduate student assistants and for transportation to and from our campus. The implementation team and the grant principal will work with the annual feedback from the evaluation team to made adjustments to keep the grant initiatives progressing towards the indicators of success.

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

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

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

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

The FHS/KSU CCP partnership has substantially expanded programming to our students without additional staff. Our negotiated tuition rate of \$30 per credit hour includes textbooks and reduces the cost of college. The district saves additional dollars as textbook fees are typically very expensive when students attend CCP off campus. Expanding the CCP program at FHS to include an associate's degree and improving the overall educational environment, will save more local tax dollars as more students will choose to use our CCP program. At \$30 per credit hour

including textbooks, our partnership with KSU is an example of a "best practice" model that could prove to be a disruptive innovation. This model, could be replicated and allow for a realignment of how and where students earn many beginning college courses. This realignment will reduce replicated services and be more efficient. Each student that chooses the FHS/KSU CCP option over other off-campus options will save taxpayer dollars in tuition and textbooks. There is no subsidization of textbooks from campus book stores. In 2014/15 alone, Fairless paid \$85,000 for tuition and \$25,000 in textbooks for students who earned college credits off-campus. This accounted for 689 credits earned. With the implementation in 2015/16 of the Fairless/KSU on-campus model, only 232 credits will be earned off campus as many students have opted for the on-campus model. This school year, this will account for \$50,000 in savings. We anticipate that these savings will expand if the grant is awarded. We are convinced that by matching the overall environment to the quality of the programming, we have designed the best option for our students. This grant gives us the assurance that our students will likely avoid choosing off campus options which are more costly per credit hour, and do not include subsidized textbooks. We are convinced that with this grant we can become a model program for other schools to study and replicate.

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

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table*  
*Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.

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

The sustainability of this project is through cost savings, not reallocation.

## 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 Sept. 2015 - Aug. 2016

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

1) Met with KSU Stark to complete a needs assessment for the partnership. 2) Reviewed the physical learning environment of FHS and identified the KSU Stark faculty office space and classrooms as areas needing renovation and identified technology needs. 3) Conducted research into the impact of the educational environment on learning 4) Met with the Continuous Improvement Process team and discussed the needs of the facility and how it would fit into the new district Continuous Improvement Plan. 5) Met with multiple contractors to collect cost estimates 6) Met with Superintendent, Treasurer, & Union Representatives to seek support for the project. 7) Met with KSU Stark Assistant Dean and Grant Writer to discuss Straight A fund and our project. 8) Meet with Educational Service Center staff to discuss the project and how it fits with strategic planning to expand CCP and get advice on how to structure the grant. 9) Surveyed students on Internet and technology accessibility from home. This data was used to determine that Chromebook carts would be more useable for students than 1-to-1 devices as they have a lack of high-speed Internet access from home. 10) Attend Straight A Innovation webinar. Review grant proposal and make appropriate edits. 11) Finalize and submit grant.

22. Implementation (grant funded start-up activities)

a. Date Range August 8, 2016-September 30, 2017

b. Scope of activities - include all specific completion benchmarks

8/2016 Partnership personnel to discuss professional development (PD) needs of CCP professors & FHS/CCP professors. FHS tech coordinator to order, setup, & distribute technology. Order Chromebooks and have tech team ready them for student use. Pre-bid meeting with architect, acquire bids, select contractors' bids and contact them for a meeting to finalize plans. 9/2016 Meet with contractors & discuss the schedule for work with a targeted date of Oct. 31, to begin remodeling work which will be completed during the school year while temporarily relocating classes. Have contractors order materials for installation 11/2016 Work with maintenance staff to ensure that the cleaning schedule works around the crews doing renovation work. Have old furniture and carpet removed, & then have painting done and install new furniture in 12/2016 over winter break. 1/2017 Order SMART projectors, Apple TVs, & all materials for ceiling mounting. 2/2017 Meet with KSU Stark design & marketing team to discuss marketing materials (ie, banners, brochures, website pages, & Twitter feeds) for the

program for use throughout the school year. Marketing campaign will be heavily used in 3/2017 during student scheduling. 3/2017 Install SMART projectors & Apple TVs over spring break. Promote & enroll students in CCP courses for 2017-18 school year 4/2017 Orientation for all CCP faculty--both FHS and KSU on the use of the classrooms, technology, & daily routines & expectations. Evaluate senior transcripts & select possible scholarship recipients by 4/2017. 5/2017 Evaluate class enrollment rosters, program of studies, college catalog, ACT scores. Exit survey of CCP students & faculty 6/2017 Evaluate transcripts, the National Student Clearinghouse report, & post-graduation enrollment of CCP students. Redesign elements of the CCP program that are not causing positive results according to evaluation feedback. Develop & print or post marketing materials by Sept 2017 in time for 2017/18 school

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

a. Date Range August 2016- August 2022

b. Scope of activities - include all specific completion benchmarks

If the CCP program continues to enroll 90% of the approximately 50 students on campus, the district will save approximately \$50,000 per year. These savings will be due to a reduction in cost of tuition by \$37,000 and textbooks \$13,000 per year. The program could generate even higher return if more than the current 90% of the students stay on campus and if the program expands to bring in students from other districts and the community. Since permanent improvements make up the majority of this grant, the district will have minimal annual cost to keep it going. Costs of operating the elevator and additional electricity for it and the air conditioning will be sustained through cost savings created through the program. The cost of replacing the Chromebooks, projectors, and Apple TV technology will be budgeted annually, so that it will be replaced every 5 years. Due to the district subsidizing the stipends and promotional costs for the subsequent 4 years, the cost will rise to \$41,485 resulting in a net savings of \$8,515. Over the five years of the grant cycle, the total accumulated net savings from this Straight A Grant funded program would be \$42,575.

## 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:

Being accelerated used to mean being displaced and isolated as the high school student in the college classroom away from one's peers during the last years of high school. For many students this meant giving up leadership roles because they were off campus during extracurricular meetings or events. Both the student and the student body lost out on the benefit of their talents. Our seamless integration of courses through the associate's degree (grades P-14 model) on the high school campus will enable students to not have to make choices between academics and participating in their final years of high school. With Straight A funding, we will offer a hub for college and career readiness with increased CCP opportunities in 21st century facilities. The program offers challenging courses and also the support that will help them grow to become even more college-ready when they graduate from high school. The P-14 model on the high school campus brings the college experience to a reality for students who are economically disadvantaged who would not otherwise be able to travel to college classes that are a daily 40-mile round trip. By offering this program on our campus we not only save tuition and textbook costs, our school is opening up classrooms that would otherwise be vacant. We are not paying for instruction elsewhere that we can provide under our own roof for our students, students from other districts who also live in remote locations, and community members. By incorporating the P-14 model as part of our curriculum and school culture as an institution, we can meet the needs of all students from those who are at-risk to those who are accelerated. We never considered sending our at-risk students to another facility and make them someone else's problem, so similarly we want to keep our accelerated students on campus to assist them in transitioning to college-level courses and reap the benefits of their character example.

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

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

Please enter your response below:

Dr. Matthew Hollstein - a tenure-track Assistant Professor in Education, along with a graduate research assistant, will conduct a carefully designed longitudinal qualitative analysis on student performance and persistence as they matriculate through the CCP pathway. Contact information is mhollste@kent.edu, 330.244.3422. Dr. Julie Cremeans-Smith - a tenured Associate Professor in Psychology, along with an undergraduate research assistant, will collect and analyze quantitative data. Contact information is jcremean@kent.edu, 330.535.3377.

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

*This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.*

The external evaluation team from KSU at Stark will be comprised of two faculty members and two student research assistants. The first

faculty member, Dr. Julie Cremeans-Smith, a tenured associate professor in psychology, along with an undergraduate research assistant, will collect and analyze quantitative data of student achievement on ACT scores pre- and post-CCP coursework, classroom resources being accessible to all students and faculty, retention of on-campus student enrollment, and faculty satisfaction. The second faculty member, Dr. Matthew Hollstein, a tenure-track assistant professor in education, along with a graduate research assistant, will conduct a longitudinal qualitative analysis on student performance and persistence as they matriculate through the CCP pathway. Specifically, his study will investigate students who graduate with college credit and their achievement after high school graduation in college-level courses and degree attainment. He will also evaluate the overall growth of the program's offering as it expands to include 60 semester hours leading to an associate's degree. The evaluation team's research will be in compliance with the Common Guidelines for Education Research and Development, Institute of Education Sciences, and U.S. Department of Education (2013). KSU's Institutional Review Board oversees all research done with human subjects, and all researchers must go through compliance training prior to submitting a research proposal. This proposal comprises a blended concept of some components which have already begun such as the CCP partnership, this year in its pilot year and other new components funded by this Straight A grant designed to continue to grow and expand the partnership into a regional hub in our remote, rural area. Data that relates to the initial implementation of the partnership will use 2014-15 as a baseline comparison and begin with 2015-16 and subsequent 5 years as a measure of the goals, outcomes, and indicators. Indicators related to growth and expansion of the partnership begun after funding from this grant will use 2016 data as a baseline and continue to collect data for 5 subsequent years until the class of 2020, our current 8th graders, graduate. Some of our goals extend to years after graduation which we can continue to monitor graduates through the National Student Clearinghouse Aggregate Student Data Tracker; however, most of our data about our graduates and the CCP partnership program each year will be obtained from our guidance office such as CCP enrollment forms, master schedule (course name, location, professor), ACT scores, Program of Studies (courses available), and transcripts (number of semester hours earned and if an associate's degree has been obtained). Our student and faculty surveys will be designed using Google Forms to record student and faculty email addresses to ensure no duplication, yet as with all data used in the evaluation of this grant, once it is has been collected through our guidance office, all personally identifiable information will be redacted. More detail about the evaluation goals, baselines, and tools of measurement can be found in the attached document "Evaluation Organizational Chart." According to Colleen Grady, former chief education advisor to Ohio Speaker of the House Clifford Rosenberger, one way that Fairless could provide information on the lessons learned from the implementation of this grant is to be a showcase model of what is working for ODE (see attachment email). The attached letters of support from Theresa Purses, director of the Stark Education Partnership, Joe Chaddock, Stark County ESC superintendent, and Dr. Denise Seachrist, Dean of KSU-Stark, demonstrate the pathways already cultivated for wanting to assist us with communicating the successful results of our CCP on-campus program as the premier college and career readiness hub in Ohio.

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.

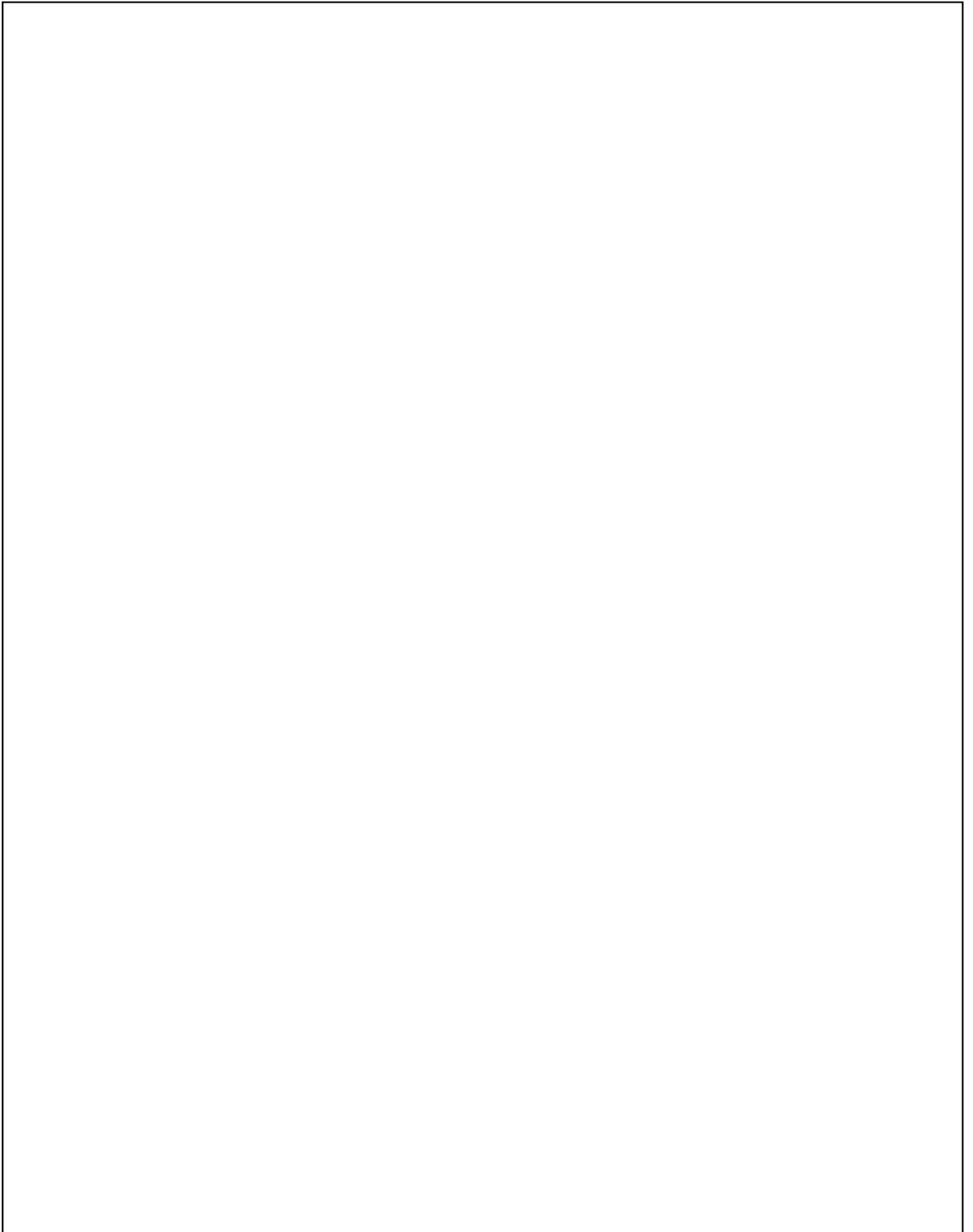
*The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other 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.*

The FHS-KSU partnership has created a best practice model for implementing CCP that can be expanded in our district to include evening courses for our community members and students from neighboring districts, and can be replicated by other Ohio schools. This proposal innovates how and where CCP is offered and makes FHS the hub for college and career readiness in our county with increased CCP opportunities and 21st century facilities. The low negotiated cost for tuition and textbooks through KSU Stark makes CCP affordable for schools to house the program and accessible to accelerated students. By improving the learning environment and offering high quality college programming with support services such as tutoring, counseling, and research assistance, students will likely choose on-campus CCP as their preferred option. Having a primary CCP partner also helps districts to better forecast financial expenditures and serve students effectively. Local newspapers have featured our innovative program to introduce CCP to the general public (see attachment "2/6/16 Canton Repository Front Page Article on Fairless CCP Program"), and our ESC highlighted the Fairless CCP model as a best practice for CCP programming in its newsletter (see attachment "Article on CCP Program by Stark Education Partnership). The media coverage has led to calls and queries from other school districts about replicating our program. Furthermore, when Fairless schools are represented at professional meetings for counselors, lead teachers, librarians, and principals, we are asked to present our CCP model. The KSU Stark educational outreach coordinator actively visits area schools to discuss how further partnerships can be developed and promotes our program as the model of future CCP partnerships. As an affordable, accessible, and accountable pathway to a college degree, we anticipate becoming the model in Ohio for a successful CCP partnership.

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).

Signed, Michael C. Hearn, Assistant Principal, Fairless High School Broc A. Bidlack, Superintendent, Fairless Local Schools Mark Phillips, Treasurer, Fairless Local Schools



Sections 

**Consortium Contacts**

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

Partnerships

Fairless Local (049841) - Stark County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
A. Bathi	Kasturiarchi	330-244-3221	akasturi@kent.edu	Kent State University	062976	234 Michael Schwartz Center, Kent, OH, 44242-0001	

Implementation Team

Fairless Local (049841) - Stark 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
Dr. Aloysius Bathi	Kasturiarachi	Assistant Dean for Academic Affairs, Kent State University at Stark	Coordinate and develop class schedules each semester. Develop new academic programs. Work with Student Services on student needs. Recruit and manage all faculty (~300). Serve as liaison between Kent Stark and departments/divisions in Kent. Maintain faculty professional development initiatives. Develop reports and maintain records and assist with budgetary decisions. Implement Strategic Plan Map. Key person for all College Credit Plus initiatives.	Ph.D. in Mathematics from University of North Carolina at Chapel Hill (1993). Post-Doc from Duke University (1994). Tenured Associate Professor in Mathematics.	The work of the Assistant Dean for Academic Affairs at Kent State University at Stark, under the flagship of the Dean's office, falls within the crossroad at which academic affairs, enrollment management, student services, and senior leadership all meet. Making the right connections on important issues, providing strategies, developing proper tools, and executing plans that benefit the institution, are a sample of my duties Kent Stark. My experiences as it relates to the job are substantial. My academic career has taken me along a path that includes two Research 1 institutions (University of North Carolina at Chapel Hill and Duke University), one highly selective private liberal arts college (Occidental College), and Kent State University at Stark. The knowledge I have gained as the assistant dean at Kent Stark, along with a decade of experience as a	Ph.D. in Mathematics from University of North Carolina at Chapel Hill (1993). Post-Doc from Duke University (1994).	2	

					disciplinary coordinator (First Year Experience and Mathematics) influences my work in higher learning and K-12 partnerships.			
Michael	Hearn	Assistant Principal, Fairless High School	Coordination of grant planning and implementation team including the Superintendent, Treasurer, Building Principal, technology management team, tech integration lead teachers and grade level/academic department lead teachers. This team consists of a layered team structure responsible for planning, implementing and evaluating district initiatives in curriculum, assessment, staff development, technology and student support services. Writing the grant narrative and budget Implementation of the grant and classroom integration. Staff Development Monitoring completion of timeline benchmarks Oversight of the grant budget and purchases Progress monitoring and evaluation Communication Grant Evaluation Sustainability planning and management Contact liaison to ODE Dissemination of grant information and training for replication (as requested by other schools/districts).	Certified 7-12 Social Studies and Career-Based Intervention Teacher. Certified 5-12 Principal Certified - Superintendent	6 years as Assistant Principal. Served on: Board of Child and Adolescent Behavioral Health Services (Member and Vice President of the Board), Fairless Alumni Association (President and past Vice-President). Coordinated partnership programs with Stark County ESC, Stark State College, Child and Adolescent Behavioral Health Services, Stark Educational Partnership, Quest Recovery Services, and Stark County Family Court. Serves as the Fairless Local Schools Ohio Improvement Process Internal Facilitator. Presented at numerous local, state and national conferences including National Association of Social Studies and Ohio Improvement Process.	Bachelors of Science in Education; Masters of Educational Leadership - Ashland University; Superintendents Licensure Program - Ashland U.	5	
Dr. Tammy Kay	Biller-Zalesinsky	Director of the Learning Commons, Fairless High School	Dr. Bixler-Zalesinsky will implement new resources and technology for students and KSU-Stark faculty who are learning or teaching on the Fairless Campus. She will assist adjunct faculty with	Certified in Professional Development, Curriculum, P-12 Librarian/Media Specialist, 5-12 Principal, 7-12 Integrated (comprehensive)	Dr. Bixler-Zalesinsky has worked with many grant projects which targeted extensive physical renovations, new	Doctorate in Library Science; Masters in Educational Leadership; Bachelors of Science in Education.	3	

			<p>navigating resources and informing staff of daily routines and changes. Classroom layout and design will be implemented by Dr. Bixler-Zalesinsky including the SMART projectors and Apple TVs. Equitable distribution of technology resources and Chromebook carts will also be monitored by her. She will be responsible for professional development on the use of the new technology purchased with this grant and apps used with the Chromebooks in the classroom.</p>	Science	<p>service models for users, and professional development for teaching staff. She served as the lab coordinator during the renovation and reconstruction of the science lab preparation areas of Stark State College including all aspects of selecting, ordering, budgeting, and coordinating of construction services. She implemented several new cataloging or inventory access systems for several organizations including the Massillon Museum and the McKinley Presidential Library. She led workshops and did in-the-classroom mentoring for teachers throughout Stark County through the NSF's Math and Science Partnership Grant awarded to the Stark County Educational Service Center.</p>			
Mark	Phillips	Treasurer, Fairless Local Schools & Tuscarawas Valley Schools	<p>Mr. Phillips will oversee the implementation of the grant budget and expenditures to ensure fidelity to the goals. He will work with the superintendent, Director of Curriculum, Special Education Director and building principal to maintain a sustainable budget and to achieve spending reductions. Mr. Phillips will help to identify further opportunities to align district spending to 21st century learning</p>	Accounting degree. Previous State Auditor. Licensed school treasurer.	<p>Mr. Phillips has been a state auditor (with a great deal of experience in the area of school district fiscal management). He has served as a school treasurer in Strasburg, Tusky Valley and Fairless. In all cases, he has established fiscal protocols and policies that</p>	Bachelor Degree, Licensed school treasurer.	2	

			opportunities.		align to academic goals and achievement while meeting the standards of business and financial accountability required to meet operating standards of financial management.			
Philip	Glasgow	Guidance Counselor, Fairless High School	Coordinate and manipulate class schedules each year. Work with students on social, emotional, behavioral, and academic needs including, but not limited to CCP, Vocational Placement, Registrar/Records, Enrollment/Withdrawal, Verification of Graduation Requirements. Philip will be a part of the evaluation team.	MA, Ed. School Counseling University of Akron	22 years of work experience as educator and counselor at Fairless High School.	Bachelors of Arts in Education; Masters of Arts in Counseling	2	