

Budget

Mapleton Local (045831) - Ashland County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (122)

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	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	60,000.00	0.00	0.00	0.00	0.00	60,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		0.00	60,000.00	0.00	0.00	0.00	0.00	60,000.00
							Adjusted Allocation	0.00
							Remaining	-60,000.00

Application

Mapleton Local (045831) - Ashland County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (122)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Mapleton High School/Middle School Teacher College Credit Teacher Credentialing and Career Tech Teacher Credentialing Project

2. Project Tweet: Please limit your responses to 140 characters.
The MHS Teacher CC+ and CTE Teacher Credentialing Project will provide access to college coursework and CT Pathways to our students in 7-12.
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	70 7	75 8
	75 9	75 10	55 11	55 12	

Year 1					
Education	Pre-K Special	K	1	2	3
	4	5	6	70 7	75 8
	75 9	75 10	55 11	55 12	

Year 2					
Education	Pre-K Special	K	1	2	3
	4	5	6	70 7	75 8
	75 9	75 10	60 11	60 12	

Year 3					
Education	Pre-K Special	K	1	2	3
	4	5	6	70 7	75 8
	75 9	75 10	65 11	65 12	

Year 4					
Education	Pre-K Special	K	1	2	3
	4	5	6	70 7	75 8
	75 9	75 10	65 11	65 12	

Year 5					
Education	Pre-K Special	K	1	2	3
	4	5	6	70 7	75 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.

Students may wish to open enroll into the district in order to take college coursework or take advantage of the Arts and Communication Industry Credential Program Pathway on the Mapleton Campus.

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

First and last name of contact for lead applicant

Joe Morabito

Organizational name of lead applicant

Mapleton Local Schools

Address of lead applicant

635 County Road 801 Ashland, OH 44805

Phone Number of lead applicant

419-945-2188

Email Address of lead applicant

mapl_jmorabito@tccsa.net

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

The Mapleton Locals Schools have a responsibility to provide access to early college courses to our students. We are identified as a school district meeting the economically disadvantaged threshold of poverty with 46% of our students identified. It has been 25 years since the school district last approved additional operating money, so funding these types of initiatives are near impossible for our district. Under 4% of our student body eligible for College Credit Plus are currently taking advantage of this opportunity. There are many contributing factors of poverty that lead to hardships for our students, negatively impacting our students' access to college coursework. These factors include: lack of transportation to college campuses, lack of internet access in the home, lack of parental support and understanding about the process, lack of familiarity outside of the school community, lack of familiarity with instructors outside of Mapleton.

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

The Mapleton Local Schools are limited in the amount of funding allocated to promote our teaching staff to become a credentialed adjunct. We have continued to reduce staff over the past 12 years due to budget shortfalls. Attempts have been made in the past to align our instructors with area colleges and universities to no avail. With the help of a partial grant at Lorain County Community College this school year, we have two teachers for the first time willing to advance forward. After enquiring with staff about the possibility of being awarded a grant to pay for teachers' coursework, seven more teachers volunteered to work towards a teaching credential if the cost of the coursework could be

supplemented. Without this funding, Mapleton High School will never be able to offer college courses on our campus, and the vast majority of our students will continue to miss out on the early college option. Currently we have 22 teachers in the high school, two have a master's degree in their content area (English and Music). Before the possibility of this grant providing a pathway, we had two staff open to becoming credentialed adjunct professors. After asking each content area teacher, we are now up to 10 staff members that are willing to go forward with the credentialing process if funded. Out of the 450 students in grades 7-12, we have less than 4% of our students taking advantage of the College Credit Plus opportunity. 15 total students are registered in the College Credit Plus program, 8 taking coursework on-line, and 7 taking coursework on campuses. Many other students and families have expressed interest in pursuing the opportunities afforded by College Credit Plus but lack transportation. In our rural community, many families do not have adequate internet access to take on-line courses. Currently we have 0 students taking College Credit Plus courses on our campus. Having the opportunity to provide more readily available college courses through our faculty on the Mapleton campus will be a critical step in affording many more of our student's early college opportunities. We will have two course offerings next year taught by two of our teachers who are credentialed. However, the ability to credential more of our staff now will allow us to quickly increase our course offerings. Current 7-12 students will be able to take full advantage of the opportunities provided by College Credit Plus. In addition, we have almost half of our student body taking advantage of our art courses. Having the opportunity to allow our art instructor to earn a Career Tech teaching certification would provide a large portion of our high school students the opportunity to graduate with an industry credential in the Arts and Communication pathway beginning in 2018. Furthermore, our middle school art program would be able to align with our high school program for additional career tech funding. This would provide an enormous opportunity for additional resources provided to our student that we are currently unable to provide. Our expected outcomes are as follows: -Increase the number of qualifying students taking College Credit Plus coursework in grades 7-12 by 15% each year over a five year period -Increase the number of credentialed Mapleton High School Teachers as credentialed adjunct professors by having two or more qualified instructors in the areas of English, math, science, social studies, and foreign language -Increase the number of students choosing the Arts and Communication Career Credential Graduation Pathway. Currently, our local career center, the Ashland County-West Holmes Career Center does not have this as an option. It would be the first of its kind in the area.

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 desired outcome will be that over a five year period through the credentialing of our high school faculty, over half of our student population will have access to early college coursework provided on our own campus. Furthermore, our ACT remediation free scores will continue to increase as students strive to meet these scores earlier in their high school careers to take part in the College Credit Plus Program. Finally, we would have 15% or more of our graduating class choosing to complete an industry credential in the Arts and Communication Pathway at Mapleton High School.

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 to realize this outcome, there are two critical components. First, Mapleton Local Schools and Mapleton High School must be able to provide the means necessary for our faculty to receive their college teaching credentials and Career Technical Education teaching credentials. Ashland University currently offers credentialing for all areas needed. Second, Mapleton High School will need to provide our students with both tutoring support for the rigorous college coursework. Mapleton High School will also need to provide students with tutoring and support in the ACT and Compass testing to help students achieve the enrollment requirements in order to be part of the College Credit Plus Program.

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

Early efforts have been made through a partnership with Lorain County Community College. Two of our high school instructors will begin teaching college coursework next fall to our high students on the Mapleton campus. The feedback from the students and families has been nothing but positive for the following reasons: accessibility to the instructor, accessibility to the courses, and remaining on campus. The Ashland County-West Holmes Career Center is our local career center partner. We have worked alongside them throughout the CTE 26 application process during the 2015-16 school year.

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).

The measureable changes will occur in three areas. One will be in the number of students taking part in the College Credit Plus Program over a 5 year period. Currently, we are at less than 4% of our qualifying students taking advantage of the program. Second will be the number of credentialed high school teachers teaching college courses. Currently, we have one credentialed teacher with one additional taking the necessary coursework to become credentialed. Third, will be the credentialing of our high school and middle school art programs to provide the Career Tech Pathway in Arts and Communication beginning for the class of 2019.

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

Data points that will be utilized for achievement will be the following: -Fall, Winter, Spring, and Summer ACT composite scores for Mapleton High School -Number of high school instructors teaching college coursework from the fall of 2017 through the spring of 2021 -Number of high school students participating in the College Credit Plus program from the fall of 2017 through the spring of 2021 -Number of high school students participating in the Arts and Communication Career Tech Pathway from the fall of 2018 through the spring of 2021

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

If our outcomes are not realized, we will be prepared to adjust the course of the project in two areas. The first area will be to address the

retention and certification of qualified staff members. If we get to a point that we do not have enough faculty to ensure our students are receiving College Credit Plus offerings, we may have to look at a model of bringing the college adjunct professors onto our Mapleton campus. Second, if our number of students meeting the early college qualifications standards are too low or not demonstrating a significant increase, we will allocate resources and provide targeted assistance in order to help more of our student body meet the college entrance requirements. Finally, we will continue to review Career Tech certification options for our high school art teacher to move forward with the industry credentialing pathway.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

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

iv. Please enter the Net Cost Savings from your FIT.

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

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

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

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

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

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

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

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 measurable 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.

60,000.00 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.

\$60,000 has been proposed to cover the teacher credentialing cost for 10 teachers in the Mapleton Local School District. This is to include tuition, text books, and all other course fees.

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.

12,000.00 a. Sustainability Year 1

12,000.00 b. Sustainability Year 2

12,000.00 c. Sustainability Year 3

12,000.00 d. Sustainability Year 4

12,000.00 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.

In order to continue supplementing the teacher credentialing program, there will always be a need to provide funding towards teacher certification at the conclusion of the grant cycle. While we hope to maintain our current level of staffing, we always run into the possibility of having to hire new staff and then having to provide the necessary graduate coursework with these new individuals.

100.0 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.

10% of the cost will be achieved through the implementation of the Career Tech Arts and Communication Pathway due to the weighted state educational funding which is provided for such programming.

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.

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 Summer 2016-Spring 2021

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

-Increase the number of qualifying students taking College Credit Plus coursework in grades 7-12 by 15% each year over a five year period - Increase the number of credentialed Mapleton High School Teachers as credentialed adjunct professors by having two or more qualified instructors in the areas of English, math, science, social studies, and foreign language

22. Implementation (grant funded start-up activities)

a. Date Range Summer 2016-Spring 2021

b. Scope of activities - include all specific completion benchmarks

-Increase the number of qualifying students taking College Credit Plus coursework in grades 7-12 by 15% each year over a five year period - Increase the number of credentialed Mapleton High School Teachers as credentialed adjunct professors by having two or more qualified instructors in the areas of English, math, science, social studies, and foreign language - Increase the number of credentialed Career Tech Education teachers to provide an Arts and Communication Pathway Industry Credential - Increase the number of students taking advantage of Career Tech Industry Credential Pathways to include the Arts and Communication Pathway Industry Credential

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

a. Date Range Summer 2016 - Spring 2021

b. Scope of activities - include all specific completion benchmarks

The Mapleton Local Schools are the sole applicant in the Pathway One Proposal process. We are currently working with Lorain County Community College in credentialing three of our staff members for the 2016-17 school year. One staff member has already been given the approval to instruct English Composition 1 and 2 for the 2016-17 school year as he has completed his 18 hours in English. If we are successfully chosen as a Pathway One recipient, we will then align our seven other staff members to provide College Credit Plus opportunities through Lorain County Community College. L.C.C.C. has applied for the Pathway Two Proposal, in which we were named as a member of the consortium in that proposal. We also have a relationship with North Central State College in Mansfield, Ohio to branch out for College Credit Plus partnership opportunities. We currently have students taking classes through NCSC, and have always had this partnership in previous years. We were not contacted nor named as a part of their consortium at this time. With regards to the credentialing of our teachers, Ashland University will be a viable option for our staff to meet the credentialing requirements in areas to include: (1) mathematics, (2) English, (2) history, (1) government, (1) Spanish, (1) biology, (1) chemistry, (1) computer science, and (1) art. We are located approximately 8 miles from the Ashland University campus, and a considerable makeup of our staff lives in the Ashland area.

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 expected changes will provide access to College Credit Plus and/or Career Tech Education courses within our high school building to the majority of all students within the building. Students will have gained a tremendous amount of knowledge regarding taking coursework at the college level or CTE level for better preparation moving forward into college and careers. Furthermore, students and their families will begin their college careers or occupation after high school debt-free.

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:

Rodney Hopton Mapleton Local Schools Superintendent 635 County Road 801 419-945-2188 mapl_rhopton@tccsa.net

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.

In order to measure the impact of this opportunity, we will measure the number of students involved in the College Credit Plus Program over the five year period longitudinally as we expect our participants to increase each year of the grant. We will also be able to measure the number of students involved in the CTE Arts and Communication Pathway over a five year period longitudinally as we expect our participants to increase each year of the grant. Also, we expect our number of faculty credentialed to teach college coursework to increase dramatically each year of the grant as we credential more staff. Finally, we will be able to measure our ACT composite score as a school over the next five year period.

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.

There is a tremendous need throughout Ohio, especially in rural areas, to provide students with the same educational opportunities as in suburban and urban districts. Staffing and monetary resources prove to be a huge barrier in rural settings. This grant opportunity would provide the students of the Mapleton Local School district one step closer in bridging a disparity that comes with being in an impoverished rural setting. We would be honored to share our story through our school website and social media.

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).

Joe Morabito

Consortium Contacts

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

Partnerships

Mapleton Local (045831) - Ashland County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Partnerships

No partners added yet. Please add a new partner by using the form below.

Implementation Team

Mapleton Local (045831) - Ashland 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
Amy	Long	Mapleton High School Counselor	College Credit Plus and Career Tech Education Point of Contact	Licensed School Counselor	Amy Long is our main point of contact with all colleges and universities.	Ashland University	8	