

Budget

Mariemont City (044313) - Hamilton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (22)

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	195,000.00	0.00	0.00	0.00	195,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		13,148.00	9,890.00	0.00	0.00	0.00	0.00	23,038.00
Prof Development		0.00	0.00	172,000.00	93,750.00	0.00	0.00	265,750.00
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
<b>Total</b>		13,148.00	9,890.00	367,000.00	93,750.00	0.00	0.00	483,788.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-483,788.00

Application

Mariemont City (044313) - Hamilton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (22)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Accelerating Partnerships for the Emerging Career Pathways

2. Project Tweet: Please limit your responses to 140 characters.  
@KelloggCompany+@MariemontSchool=#problemsolving#accelerated#careerpathways@OHEducation#straightafund@CincyChamber@PIE\_Innovation  
*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	150 7	150 8
	150 9	150 10	150 11	150 12	

Year 1					
Education	Pre-K Special	K	1	2	3
	4	5	6	152 7	153 8
	145 9	152 10	148 11	151 12	

Year 2					
Education	Pre-K Special	K	1	2	3
	4	5	6	150 7	150 8
	150 9	151 10	151 11	151 12	

Year 3					
Education	Pre-K Special	K	1	2	3
	4	5	6	150 7	150 8
	150 9	155 10	155 11	155 12	

Year 4					
Education	Pre-K Special	K	1	2	3
	4	5	6	150 7	150 8
	150 9	155 10	155 11	155 12	

Year 5					
Education	Pre-K Special	K	1	2	3
	4	5	6	160 7	165 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 district will tailor the career pathway simulation and challenge materials learning materials to all 7th-12th grade classroom teachers in future years (beyond STEM), creating the potential of serving over 2,000 students each year.

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

First and last name of contact for lead applicant

Shannon Kromer

Organizational name of lead applicant

Mariemont City Schools

Address of lead applicant

2 Warrior Way Cincinnati, OH 45227

Phone Number of lead applicant

513-272-7500

Email Address of lead applicant

skromer@mariemontschools.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

Wall Street Journal reported American students rank "dead last" in "problem solving in technology-rich environments." (3/10/16). In the next decade, 80% of U.S. jobs created will require high levels of competency in math, science and technology where employees analyze information and perform problem-solving tasks using technology. Ohio, in 5 years, will demand 257,800 jobs requiring science, technology, engineering and math skills, and 90% of those jobs will require postsecondary education, according to Georgetown Center on Education & the Workforce. President Obama stated, "We must educate our children to compete in an age where knowledge is capital, and the marketplace is global." Our current education system is not producing enough students with the skills necessary to fill the industry's high-paying jobs. The state of Ohio struggles to graduate enough students from college in STEM disciplines; only half of students who start college with a STEM major graduated with a STEM degree.

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

Gov. Kasich called for renewed attention to introducing students to careers much earlier, stating "We want kids to have a connection to this [STEM] by the seventh grade," he told legislators. A special 2010 report to President Obama from the President's Council of Advisors on Science and Technology noted the lack of interest in STEM fields by students who described these fields as boring, too difficult or unwelcoming. "We must prepare all students, including girls, to be proficient in STEM subjects, and we must inspire all students to learn

STEM, and in the process, motivate many of them to pursue STEM careers," the report notes. This Accelerating Partnerships Proposal will increase the number of students interested in STEM subjects by developing a robust "suite" of authentic, place-based and regionally relevant curriculum, preparing students for real-world, problem-solving while also honing social-emotional skill sets such as resilience, perseverance, "grit" and teamwork. This effort will address both the preparation and inspiration of students interested in STEM careers in grades 7-12. An open-inquiry Socratic (problem-solving) method to learning is one in which students are presented with an authentic challenge and required to actively pursue a solution by applying content knowledge and critical thinking skills. Such "problem-method" learning engages the students in an active, decision-making role while instructors serve as a facilitator and guide. Although this approach can be used for instruction in a variety of content areas, the focus of this particular project is increasing student mastery of content in Science, Technology, Engineering, and Mathematics (STEM). Funding from the Straight A Fund will support the following: 1) Creation of Six (6) Career Cases featuring challenge simulation in the engineering, marketing, health care, manufacturing, patent law, construction technologies career pathways, 2) Creation of Six (6) Instructor's Manuals showing methods to lead class discussion where students become the leaders and owners of their learning process, 3) Digitized professional development via webinars and independent classes with CEU credit from academic partners, Miami University, Ohio State University and University of Cincinnati, 4) Student and Educator Research Assessments from the Grant year through the final year of grant compliance, measuring attitude, knowledge and behavior impact, including social-emotional research measurements via OSU Leadership Institute (Dr. Amy Barnes). "Real life" challenge "vignettes" features problem solving and solution identification using analytical assessment, quantitative research development, team role play and collaborative problem solving techniques used in the STEM 21st Century workplace, and 5) Program will serve as scalable program template for Cincinnati USA Regional Chamber of Commerce and Partners for a Competitive Workforce (Talent Pipeline Initiative, United Way) allowing a cost-effective, innovative and authentic method to engage business stakeholders into the School District, while offering valuable Next Generation Content tools to students and educators.

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 proposal seeks to organize existing local resources and create new efforts increasing the number of students interested in STEM fields and the number who are proficient in problem solving skills. The proposal will deepen the pool of middle and high school students who are prepared to successfully pursue STEM degrees and careers. Desired outcomes include: 1) Greater number of students electing to pursue STEM fields. 2) Greater numbers of girls electing to pursue STEM fields. 3) Increased STEM academic achievement using inquiry-based content. 4) Projected increase in ACT student scores using problem-solving, critical thinking methods taught in the inquiry-based classroom. 5) Projected increase in classroom attendance, serving as a key indicator in heightening academic achievement. 6) Creation of new educator training materials to improve cross-functional and facilitative skills development, and 7) Increase in business stakeholder commitment to affiliated School Districts.

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.*

This proposal responds to a bipartisan call for earlier career exploration for younger students, and an acknowledgement that K-12 education must not only engage the heads of students to nurture their interested in STEM fields but also their hearts. In order to succeed, we will need the full support of teachers and administrators, a conducive learning environment in the classroom, expert project personnel, full support of the school community and its partners, student and school baseline data, digital resources in the classroom for both the student and teacher, and engaging and relevant curriculum.

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

The "problem based" Socratic method offers educators another tool in their educational tool kit to reach students of all abilities. The academic effectiveness of an experiential, case-based teaching method are well-known and are easily replicable in the classroom, with the promise of great academic achievement results. Paired with a career pathway simulation, students can identify their emerging talents, apply new 21st century skill sets and mimic the life of a STEM executive or entrepreneur. This Accelerating Partnerships Proposal was developed by the Partnership for Innovation in Education (PIE). PIE piloted the original program with Harvard University as an enrichment project during the 2012-13 school year at Kilgour Elementary School, a Cincinnati Public School. In 2013-14, the Case-Based STEM Learning Project was further developed as a demonstration project among 18 schools within the Cincinnati Public Schools and Milford Exempted Village Schools districts. This proposal has been built on our previous work in the FY14 Straight A Fund project and a previous pilot in targeted elementary schools. According to the ODE Straight A Evaluation Assessment by Dr. Julie Morrison, University of Cincinnati, the benefits of the case method include: Increased academic achievement across the pertinent ODE subject standards, increased attendance, increased educator engagement with contextual content flexibility, and greater "hands on" relevance for students thinking of possible career pathways. As the original Straight A Fund initiative showed, learning using open-inquiry methods lead to greater career and college readiness. During the case challenge, students defined the partner's problem (along a range of subject areas), researched the situation, compared and contrasted multiple solutions, and develop a solution as a team, based on fact, analysis and content discovery. These career ready skills are easily assessed. Education researchers equate case method teaching to active "deeper" learning. Students find the method highly appealing because they are placed in the role of decision maker, motivated to engage using challenging "real life" materials, with a deliverable which will be presented to the executive partner team, with a "co-op" position available for further work and research. As the research indicates, across several former Straight A grantees (Milford/CPS-PIE, Marysville-Honda, Young Entrepreneurs Consortium-12 Districts), project- based learning allows students to understand and "own" the material more deeply and at a higher level. "Students retain more of the material they do than material they simply read, hear or see," say the authors of a Science Education Resource Center (SERC) brief on case method teaching. SERC agrees in its research indicating that cases provide context-allowing Learners to work with "real world problems that are complicated and messy, and those problems force them to develop skills to find and weigh evidence and make choices about what is relevant." The Harvard Business School has adopted and advanced the case method of teaching, so much so that Harvard Business School faculty writes about 80 percent of cases sold through the world. "Pioneered by HBS

faculty and one of the highlights of the HBS experience, the case method is a profound educational innovation that presents the greatest challenges confronting leading companies, nonprofits, and governmental organizations - complete with the constraints and incomplete information found in real business issues - and places the students in the role of the decision maker," notes the Harvard Business School. "Simply put, we believe the case method is the best way to prepare students for the challenges of leadership."

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).*

As a small Ohio school district with a large global footprint, our teachers are increasing their capacity to support relevant student learning through a problem-based learning model. The Kellogg's partnership is a scalable pilot for the Chamber of Commerce & Partners for a Competitive Workforce. It provides a tangible engagement model to business members who request ways to build human resource talent pipelines and career workforce readiness initiatives with School Districts. We aim to increase students' academic achievement, social/emotional learning and proactive engagement in their career pathways by participating in real-world "cases". Student indicators include increases in attendance, science/technology literacy, STEM subject engagement, non-cognitive skill development and ability to problem-solve. Educator progress includes, increases in problem method classroom learning, interest in using experiential learning and educator belief such learning is a replicable classroom tool.

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

Educators will nominate themselves to join this learning opportunity, participating in monthly meetings via digital or phone conferencing coordinated by the Project Manager. Educators' experiences will be monitored using both face-to-face and in-classroom monitoring, in addition to research and evaluation via a digital portal. There will be an in-house Educator liaison with the project manager responsible for implementing, facilitating and evaluating the program. To measure student achievement, data points include: 1) The number of students in grades 7-12 participating in problem method learning activities. Baseline data for 2014-15 is 200. 2) The number of teachers completing training in facilitating inquiry learning. We have no baseline data on this data point, as professional development has not previously been offered. 3) The number of students expressing interest in pursuing STEM career fields post-graduation and 4) Student academic achievement in STEM content areas.

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

In a perfect world, outcomes would be perfectly achieved without any challenges; however, there is great value in learning from and adapting to challenges. Should our previous assumptions prove false or for some reason not turn out how we expect, we will adjust our course. The Accelerating Partnerships Team will meet monthly to discuss project implementation, successes, challenges, and future goals/dreams. We will use this time to closely monitor the activities and outcomes presented in this proposal, and should we begin to experience unexpected roadblocks, our strategy team will analyze best practices, adjust our strategies, and continue to monitor the outcomes and data supporting the long-term vision that we seek. We will create a tracking table describing proposed activities in a "who/what/where/when" format - assigning measures and timelines to each activity. Data from this table will be used to prepare bi-annual reports for the SAF Evaluation Committee. These reports will compare actual accomplishments to projected targets with the tracking measures attached as evidence. The evaluation committee will review the reports to determine if program goals are being met and make recommendations for adjustments. If measured progress is insufficient to meet program objectives, we will reassess each component of the plan and adjust as necessary.

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.*

483,788.00 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.*

Instruction: Salaries and Fringe- \$195,000 in contracted services to PIE to provide technical assistance, instruction, communications, project management, marketing for project, including: \$130,000 to plan and help teachers implement case-based lessons in 2 schools and \$40,000 to develop an experiential leadership digital learning program with Dr. Amy Barnes (Ohio State University, Department of Educational Studies), Dr. Craig Zamary (Kent State University, School of Entrepreneurship), Dr. David Rosenthal (Miami University, Farmer School of Business) and Dr. Tamiika Hurst (Cincinnati State & Technical College) with Cincinnati USA Regional Chamber of Commerce and Partners for Competitive Workplace (Talent Pipeline Initiative), and \$25,000 to serve as in-house educator liaison and part-time manager; Governance: 5% of direct costs to cover grant administration and financial oversight. Professional Development: Purchased Services- \$72,000 to support stipends of \$3,000 each to 24 teachers in 2 public school buildings to offset costs to implement problem based teaching methods for STEM learning, including extra costs for planning and educator development. \$100,000 to support Educator Professional Development, Evaluation & Training: \$75,000 for Harvard University Graduate School of Business and HBX to curate an educator's "best practice" Socratic, problem-based handbook and create 3 digital webinars for educators and administrators, and \$25,000 to design, administer, and analyze an evaluation instrument to educators and students in classrooms of 2 schools. Supplies- \$93,750 for marketing, video and digital materials for 2 schools (scalable to all Ohio School Districts, Chambers of Commerce, Career Connectors, Ohio Means Jobs affiliates) to chronicle how experiential, problem-based work simulations follow Ohio's 16 career pathways allowing students "hands on" access to real work challenges, career mentors, documenting on-site and "embedding" experiences and opportun

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

*Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.*

The grant funds will be used primarily to create a flexible and collaborative suite of experiential learning materials for classroom educators, business partners and regional development executives. A partnership with local nonprofit, Partnership for Innovation in Education, will provide leadership in the development of experiential content with Kellogg's Company, professional educator-training materials, and program oversight with district administration, selected educators, business "champions", and University providers (OSU, UC, MU, Harvard University). Costs to maintain the program in future years will be covered by in-kind partnerships, Chamber of Commerce member program subscription funding, and Foundation donations. The program will not incur the district any sustainability costs.

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.*

Costs to maintain the facilitation of any future business cases will be by in-kind partnerships and Chamber of Commerce member funding and will not incur the district any sustainability costs.

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.*

We do not anticipate using reallocated funds as part of this initiative.

#### 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 July-October 2016

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

- Development of training materials in collaboration with PIE and University partners. - Identification of classroom educators to participate in case-based training by July, 2016. - Identification of 6 Career Pathway challenges by Mariemont SD, PIE and The Kellogg's Company.

22. Implementation (grant funded start-up activities)

a. Date Range October 2016- June 2017

b. Scope of activities - include all specific completion benchmarks

- Monthly implementation meetings begin by September, 2016. - Learning materials are distributed to participating educators by October, 2016. - Educators are linked with appropriate Kellogg's partner by October, 2016. - Facilitation training begins by October, 2016. - Webinar #1 available for viewing by December, 2016. - Monthly educator conference calls begin by October, 2016 - Site visit #1 completed by November, 2016. - Mid-year evaluation completed by January, 2017. - Webinar #2 available for viewing by February, 2017. - Site visit #2 completed by March, 2017. - Webinar #3 available for viewing by May, 2017. - Wrap up activities completed by May, 2017. - Cases reviewed and selected for classroom use in May 2017 - Conference call for educators electing the summer intensive completed by May, 2017. - Feedback forms distributed to educators and business partners by June, 2017.

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

a. Date Range July 2017-June 2022

b. Scope of activities - include all specific completion benchmarks

- Grant Year Evaluation data collected by July, 2017. - Grant Year Evaluation report presented by September, 2017 - Pre-Assessments Completed, September 2017 - STEM Educators & Kellogg Company Executives Launch Grade 7-12 Challenges October, 2017 - Monthly Educator Conferences Begin, October 2017 - Post-Assessments Completed, April 2018 - Kellogg Chooses "Case Co-Op" Intersession Student Cohort, April 2018 - Wrap Up Activities by May, 2018 - Pre-Assessments Completed, September 2018 (Students, Educators, Kellogg) - STEM Educators & Kellogg Company Executives Launch Grade 7-12 Challenges October, 2018 - Monthly Educator Conferences Begin, October 2018 - Post-Assessments Completed, April 2019 - Kellogg Chooses "Case Co-Op" Intersession Student Cohort, April 2019 - Wrap Up Activities by May, 2019 - Pre-Assessments Completed, September 2019 - STEM Educators & Kellogg Company Executives Launch Grade 7-12 Challenges October, 2019 - Monthly Educator Conferences Begin, October 2019 - Post-Assessments Completed, April 2020 - Kellogg Chooses "Case Co-Op" Intersession Student Cohort, April 2020 - Wrap Up Activities by May, 2020 - Pre-Assessments Completed, September 2020 - STEM Educators & Kellogg Company Executives Launch Grade 7-12 Challenges October, 2020 - Monthly Educator Conferences Begin, October 2020 - Post-Assessments Completed, April 2021 - Kellogg Chooses "Case Co-Op" Intersession Student Cohort, April 2021 - Wrap Up Activities by May, 2021 - Pre-Assessments Completed, September 2021 - STEM Educators & Kellogg Company Executives Launch Grade 7-12 Challenges October, 2021 - Monthly Educator Conferences Begin, October 2021 - Post-Assessments Completed, April 2022 - Kellogg Chooses "Case Co-Op" Intersession Student Cohort, April 2022 - Final Straight A Evaluation, June 2022

#### 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:

A Straight A Fund grant will develop a "suite" of authentic, place-based STEM curriculum with our community partner, Kellogg Company. This program will further join our District with a company excelling in manufacturing, supply chain management, product engineering, information technology, and consumer goods production. Located a walkable .5 mile from our middle and high schools, Kellogg Co. employees are highly engaged parents and community members in our District. This opportunity features a year-by-year experience for our middle and high schools students to think like a global manufacturer, wrestling with challenges requiring analysis, critical thinking, research and collaborative teamwork where students recognize career strengths, while honing academic and social emotional skill sets. Our educators will experience professional development using problem-based learning to engage students in real-life STEM experiences, developing the infrastructure needed to expand our teachers' access to and engagement with local business partners. Partnerships with PIE, Harvard University, Cincinnati USA Regional Chamber of Commerce, Partners for a Competitive Workforce (Talent Pipeline Initiative, United Way), Miami University, OSU, UC and our community stakeholders will help develop this vision. Increasing our implementation of problem-based learning will increase student engagement levels, content interest, learning "ownership", and non-cognitive skill development (perseverance, self reliance, grit). Educators will be more readily able to translate abstract concepts to real life applications, making it easier for students to learn and apply skills required for the 21st century workplace. Students will make more informed decisions on their best career path, by discovering and assessing their range of skills and talents, while middle school students will learn to collaborate and serve effectively in teams, supporting more productive academic relationships in high school.

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:

Julie Q. Morrison, Ph. D. Associate Professor University of Cincinnati, College of Education, Criminal Justice, and Human Services 513-478-3517 Julie.Morrison@uc.edu

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

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

Implementing a six-year program with Kellogg's will require a culture of collaboration, innovation and continuous evaluation. Continuous Quality Improvement will prove vital in guiding and expanding this work, as well as ensuring that students are engaged and exploring relevant career-based learning along a K-12 spectrum. The district will establish an evaluation committee representing internal and external stakeholders who will meet regularly throughout the grant year to review the project's progress and determine if the set goals/outcomes are being implemented in the agreed upon timeline and according to the consortium's strategic plan. The evaluation design will be a combination of quantitative and qualitative gauges and based on a logic model with four major categories: 1) INPUTS - ODE Straight A Fund grant, in-kind contributions, and partnerships; 2) ACTIVITIES - professional development geared towards experiential learning for elementary and middle grade teachers; collaborations with business and community partners; and implementation of career "cases" in partnership with our business partner; 3) SHORT TERM OUTCOMES - implementation of new teaching methods that engage and motivate students; and increased student access to relevant career exploration through STEM experiences; 4) LONG TERM OUTCOMES - increased college/career readiness; and increased number of students electing to pursue STEM career fields. The evaluation plan consists of the following: 1) Administering a survey to students and educators in participating districts on their interest in and acumen in STEM subject both pre- and post-project. The goal is to determine whether the activities undertaken in the project have changed their interest and their perception of their skills in STEM subjects. 2) Questionnaires of project participants to determine the fidelity of the project plan to outcomes and results. 3) Surveys to teachers and students participating in the problem-based learning programs in participating schools to determine what effect the programs had on their learning. Below is an outline of that portion of the evaluation. Evaluation following summer of 2017 will follow a two-phase format. Phase I will monitor ongoing activities from August through May of each school year. The evaluation committee meetings will be bi-annual and formative in nature with the intent to assess progress and provide information to monitor and improve the project in the five years following initial grant funding. The committee will review ongoing classroom activities and professional development activities, and evaluate their effectiveness towards the previously mentioned performance goals. The district will share outcome information with a variety of parties, including the school board, parents, teachers, funders, the community, and our partner agencies.

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.*

Developing authentic, place-based learning is highly replicable. Straight A Fund programs have already shown the effectiveness of experiential learning in select classrooms. To anchor our work, we have pursued a long term global workforce partnership with Kellogg's. Our proposal's learning will span 7-12th grades in emerging career pathways including manufacturing, supply chain management, information technology, engineering, finance and marketing. Organizations such as the Cincinnati USA Regional Chamber of Commerce and Partners for a Competitive Workforce have engaged with us as they search for ways to join School Districts and business organizations in scalable initiatives benefitting students as future "engines" of the American workforce. Socratic, problem-method teaching methods have already sparked worldwide interest. PIE was the first to pilot this learning method with Harvard University and Cincinnati Public Schools in 2012. The project aims to introduce its long-term experiential and academic achievement applications with committed Ohio manufacturers. This project builds on strong Chamber of Commerce ties with businesses organizations representing the primary 16 career pathways identified by the ODE. The replication and adaptation of this program has global potential. In fact, PIE programs attract visits from US State Department delegations representing education development staff ([www.piemedia.org](http://www.piemedia.org)). Using storytelling, social media, learning exchanges and civic outreach, this program has the capacity to change student outcomes and reveal new career pathways for every student and educator exposed to its "real life" learning experiences. Simply put, partnerships will be the key to our success. We envision great outcomes for our students, and look forward to scaling our efforts to increase valuable experiential learning and authentic "real life" challenges in our classrooms. The Straight A Fund will serve as a catalytic partner in this initiative.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I AGREE.

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**Consortium Contacts**

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

Partnerships

Mariemont City (044313) - Hamilton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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**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>
Mary	Welsh	513-871-9569	mary@piemedia.org	Partnership for Innovation in Education	015450	PO Box 8722, Cincinnati, OH, 45208-0722	

Implementation Team

Mariemont City (044313) - Hamilton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Mary	Schlueter	CEO	Mary will serve on the the program implementation team representing PIE.	In 2009, Mary Welsh Schlueter created the Partnership for Innovation in Education (PIE), a 501 (c) 3 non-profit organization. She is currently the CEO and Founder. Using experiential problem-based learning, PIE programs allow students to better develop STEM-based skills beyond the traditional classroom by collaborating with industry, community and university partners. PIE Programs offer a unique opportunity to students, educators, entrepreneurs and community leaders, allowing the development of a better-prepared digital workforce, ready for whatever challenges arise in the 21st century marketplace.	Mary is a published author on education policy, economic development and entrepreneurship. She has worked in the U.S. House of Representatives, U.S. Senate, the Office of the Governor - Pennsylvania, and the New Zealand Parliament (Director of Research, House of Parliament). Mary sits on the Junior Achievement Board of Directors. Mary was named the 2015 Direct Energy "Community Citizen" of the Year, 2015 Chamber of Commerce Fifth-Third Bank Empowerment Award Finalist, 2013 USA Regional Chamber of Commerce "Business to Watch", 2013 National Diversity Council "Leader of Excellence", Cincinnati Science Museum 2013 "Dream Maker" STEM Finalist, 2013 Venue Magazine "Civic Leader" Award, and received legislative and honorary commendations from Ohio Governor John Kasich, Ohio Lt. Governor Mary Taylor, Senate Leader Keith Faber and House Speaker Cliff Rosenberger for her work in the K-12 classroom. She also was nominated for a ServeOhio Award.	She is an alumna of Allegheny College, Harvard University School of Business, U.S. State Department (Fulbright Scholar)and FBI (Quantico).	50	
Shannon	Kromer	Director of Teaching and Learning	Shannon will serve as the in-house educational liaison for the proposed project.	Shannon has worked in the district since 1994. She taught ELA to 7th and 8th graders for 16 years. She was the seventh grade teacher leader for 15 of those 16 years. She accepted the role of Director of Teaching and Learning for the	Ms. Kromer led the work behind Destination 2026, the district instructional vision for the future, implemented this school year. This initiative embodies all of the skills, strategies, techniques and beliefs in education that will allow for Mariemont students to be successful in any career pathway they choose.	BA in English and Secondary Ed from Xavier University, MEd. in Administration from Xavier University.	2	

				<p>district in 2011. In that role, she oversees the curricular development of all subject areas K-12 and coordinates and plans all professional development for the district. Ms. Kromer also assists the Superintendent with special district assignments and serves as a member of the administrative team. She is recognized as a Master Teacher in the state of Ohio.</p>				
James	Biro	Director, Multi Site Supply Chain (Current)	<p>James Biro will oversee the business authenticity and company approval of a "suite" of STEM experiential cases reviewing challenge topics including: Engineering, Management, Supply Chain, Construction Technologies, Marketing/Finance, &amp; Health Care. He will serve as the SAF2017 Mariemont School District-Kellogg representative, site manager, visit and co-op coordinator, and School District-Business liaison.</p>	<p>James Biro oversees the Supply Chain Strategy of a \$900MM Consumer Packaged Goods product platform. He is responsible for the operation and management of 3 plant sites employing 1,200 people.</p>	<p>Mr. Biro has worked as an Operations Executive for 26 years, with prior experience at Mead Johnson and Procter &amp; Gamble Company. Have successfully turned around, improved, and strengthened organizations of up to 500+ employees and \$500MM+ in revenue. He has built winning teams in Product Launch, Operations, and Engineering in 2 countries. James is fascinated by the criticality of interfaces in systems (teams, processes, businesses), and he finds it infinitely rewarding to understand and bridge those interfaces in successful teams.</p>	BS in Chemical Engineering (Universidad Nacional Autonoma de Mexico) and his MBA at Michigan State University, Eli Broad College of Business	2	