

Budget

Ohio Valley ESC (123281) - Guernsey County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (129)

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		48,960.00	8,640.00	17,370.00	47,500.00	0.00	0.00	122,470.00
Support Services		0.00	0.00	129,600.00	0.00	0.00	0.00	129,600.00
Governance/Admin		0.00	0.00	30,000.00	2,500.00	0.00	0.00	32,500.00
Prof Development		0.00	0.00	30,000.00	0.00	0.00	0.00	30,000.00
Family/Community		0.00	0.00	13,000.00	21,250.00	0.00	0.00	34,250.00
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		48,960.00	8,640.00	219,970.00	71,250.00	0.00	0.00	348,820.00
							Adjusted Allocation	0.00
							Remaining	-348,820.00

Application

Ohio Valley ESC (123281) - Guernsey County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (129)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
The Student Readiness Collaborative

2. Project Tweet: Please limit your responses to 140 characters.
The SRC prepares students for College & Career providing HQPD and life skill education through collaboration #AcheivingStudentSuccEssTogether
This is an ultra-concise introduction to the project.

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

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

Grant Year				
Pre-K Special Education	K	1	2	3
4	5	6	7	8
9	10	180 11	12	

Year 1				
Pre-K Special Education	K	1	2	3
4	5	6	7	8
9	10	180 11	180 12	

Year 2				
Pre-K Special Education	K	1	2	3
4	5	6	7	8
9	10	180 11	180 12	

Year 3				
Pre-K Special Education	K	1	2	3
4	5	6	7	8
9	10	180 11	180 12	

Year 4				
Pre-K Special Education	K	1	2	3
4	5	6	7	8
9	10	180 11	180 12	

Year 5				
Pre-K Special Education	K	1	2	3
4	5	6	7	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 SRC has the potential to systemically change the way students and educators prepare for an increasingly complex future. The pedagogical methods and mentoring structure are general enough to be implemented at any institution, while capitalizing on the unique attributes of local communities. While this pilot is focused on southeast Ohio, when proven effective, the program can be institutionalized with leadership from Ohio ESC's to serve all 16 education regions of the state. This model will benefit from a shared mission and strong alliance across all ESC offices in Ohio. According to the ODE, there are more than 280,000 eleventh and twelfth grade students currently attending public schools in Ohio. On average 60% of these students pursue post-secondary education of which 30-40% need remediation. Students who choose a direct path to career will also benefit from the SRC. Following the current model more than 60,000 students could benefit from a statewide scale up.

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

First and last name of contact for lead applicant
Phil Akerman

Organizational name of lead applicant
Ohio Valley Educational Service Center

Address of lead applicant
128 East 8th Street, Cambridge, Ohio 43725

Phone Number of lead applicant
740-439-3558

Email Address of lead applicant
phil.ackerman@omeres.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

Too many Ohio students are graduating high school only to find themselves underprepared for college and career. According to the Ohio Board of Regents, remedial courses are required for more than 50% of students enrolled in Ohio's two-year colleges, and 20% of those enrolled in four-year colleges. A recent study showed those percentages are slightly higher for students in the OVESC service district. These students pay full tuition for courses with no credit toward graduation. This added investment of time and money correlates with decreased completion rates for both college courses and degrees. Education Reform Now reports that college students who require remedial courses are 74 percent more likely to drop out of college, and take nearly a year longer to graduate. Ohio students should be leaving high school with the skills they need to succeed in post-secondary education, career, and life. The OVESC is leading an effort to address this growing concern in our region.

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

When assessing the needs of the region, it was clear that a systemic approach must be taken to address not only preparedness through curriculum, but also through career development, life skill education and student aspiration as they relate to postsecondary education, career, and life success. The SRC Project is designed to reduce the number of high school students who need college remediation, create a culture of seamless collaboration between high school and college educators, and provide high quality professional development. The SRC Project will focus on improving the following four components of college preparedness: Content Alignment, Skill Enhancement, Career Development, and Student Aspiration. The project will focus on 11th & 12th graders who without purposeful intervention would require college remediation. Baseline data will be used to identify and enroll 180 11th grade HS students in year one who require academic intervention and/or life skill education. CONTENT ALIGNMENT - Teacher Teams, consisting of both HS and college educators, have been formed to align content objectives and create a unified approach to student success through high quality instruction. The SRC Project will develop teaching skills and strengthen educator relationships through High-Quality Professional Development, designed as a 3-day Summer Academy accompanied by three follow-up days. Professional development will bring together Math and English educators to develop pathways that align high school and college courses. They will receive HQPD including software training, content delivery techniques, and strategies for student guidance. Educators will develop techniques for individual learning using Evidence-Based Practices including Computer Assisted Instruction, Visual Supports, and Mobile Technology. SKILL ENHANCEMENT - In addition to academic performance, students must learn to set goals, stay on task, effectively communicate, maintain determination, and develop career aspirations. HS educators are uniquely positioned to guide students toward their goals and connect them to resources and information to help prepare them for college and career. The SRC has developed a Strategic Plan that addresses the development of life skills for SRC students. This plan includes an inventory of existing programs and services, identification of needs within the schools, and determination of life skills valued by businesses/organizations. SRC districts will embed life skills education programs integrated with Positive Behavioral Interventions and Supports (PBIS) plans. Life Skills Education Programs will employ the Evidence-Based Practice of Self-Monitoring and Self-Management Interventions. CAREER DEVELOPMENT - The SRC hopes to inspire a regional commitment to student success that will have a lasting effect on students, families, and businesses throughout southeast Ohio. As part of the collaborative network for student support, the SRC will coordinate a Career Readiness Expo that will incorporate iBELIEVE sessions in an effort to forge professional relationships and develop leadership qualities. Members of the SRC have strong connections to the iBELIEVE Foundation, whose mission is to provide opportunities to Appalachian youth for the development of 21st Century Skills such as leadership, communication, and problem solving while increasing collegiate attendance and retention. STUDENT ASPIRATION - The SRC will implement strategies to nurture in students the confidence to aspire to college and the resilience to overcome challenges along the way. Through the SRC Project's Mentor Program, trained community mentors will help develop confidence and personal skills that would otherwise be left untapped. In addition, students will find the social support they need as they navigate the transition from high school to college. The goal of the SRC Mentorship program is to provide a model and support for student growth in all four of the project's components.

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 SRC is designed to: Reduce the number of high school students who need college remediation Provide high quality professional development Increase academic achievement for program participants in Math and English Increase rates of college enrollment and retention Provide holistic development of students' life skills

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.

High school and higher education must come together to create a more unified system of instruction and better understand the demands and expectations that face students entering college. Educators must receive high quality professional development including software training, effective content delivery techniques, and strategies for student guidance. Baseline data must be acquired through student testing, demographics, and teacher recommendations. Participating school administrators must identify areas of student support that could be improved and/or complemented with this project to help reach our goals. Educators will learn to identify indicators that show individual need in other areas of life learning. Development of soft skills for post high school success must be embedded across curriculum. This strategy must include an inventory of existing programs and services, identification of needs within the schools, and determination of soft skills most valued by businesses/organizations.

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 SRC recognizes the importance of Evidence-Based Predictors and their proven effect on student success when provided to individuals through a collaborative effort. The project strategy will address a number of Evidence-Based Predictors with the use of tested and proven practices. Educators will participate in Professional Development to learn techniques for individual learning using Evidence-Based Practices (EBPs) including Computer Assisted Instruction, Visual Supports, and Mobile Technology. In addition to academic delivery skills, educators will develop techniques for soft skills coaching by employing the EBP of Self-Monitoring and Self-Management Interventions. The SRC community mentor program focused on Career Development and Student Aspiration will be designed using the EBP of Community Based Instruction. While peer mentoring will include activities that address personal growth through the EBP of Self Advocacy and Self-Determination Skills. Implementation of these EBPs ensures that the Project will move ahead using the best available research evidence and will reduce the cost of student achievement initiatives by using tested techniques that align with practices already in use across the state.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or

may not result in change).

Teachers will deliver enhanced instruction in Math and ELA based on newly aligned curriculum using Evidence Based Practices. Teachers at each high school will develop 9-10 individualized life skills need assessments Mentor Coordinator will identify and train 2-3 community mentors for each high school Students will plan, prioritize, and organize tasks and assignments in Math and ELA each week Students will read and follow directions without frequent teacher assistance Students will be able to set and reach goals on their own Students will attend I Believe Summer Camp Students will attend College/Career Readiness Expo Program Coordinators will meet with mentors and evaluate progress bi-monthly.

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

ACT test scores of the cohort from 11th grade to 12th grade Retention of the cohort in high school Job placement of the cohort after high school graduation College enrollment of the cohort after high school graduation Remedial course enrollment of those in the cohort who pursue post-secondary education Course completion of the cohort in year 1 of college Correlation of newly aligned curriculum completion and need for college remediation

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

The SRC is focused on improving instruction and student success, and has been designed using the best available research evidence. The project leadership has developed a plan that includes anticipation of obstacles and continued review of project management processes. In the event that the project is not producing desired results, a number of measures will be taken initially to ensure the process has remained mission centered. These actions include revisiting the core components of the project to see where results can be improved and where additional resources may be needed. A number of factors will be analyzed as part of the evaluation process that do not center on student success data. Measures for project success include effectiveness of leadership, fluctuations in scope, communication between partners, budget and timeline tracking, and overall satisfaction of participants. The SRC recognizes that quality and success of one project often affects another, so any related programs will also be considered in evaluating success. The SRC aligns with a number of statewide initiatives including PBIS, the Ohio Improvement Project, and AOP-20. As education is ever-evolving, the SRC is prepared to make adjustments based on future developments and mandates. At every stage of change measurable academic patterns will be identified and used to predict the likelihood of students reaching the goals set forth as part of the SRC Project.

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.

348,820.00 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.

As part of the SRC, Teacher Teams have been developed to strengthen high school and college educator relationships and develop closely aligned curriculum in Math and ELA. Two Summer Teacher's Academies have been designed to deliver HQPD to high school Math and ELA educators. Outsourcing two 6-day professional development academies includes teacher fees for 40 at \$165/day, and professional facilitation for 12 days at \$2,500/day. Student testing will be used as part of baseline and longitudinal data. ACT prep software will be provided to all students in the cohort at \$80 each and the practice ACT will be administered at \$16.50 each in the students' junior year. Life Skills will be nurtured through a series of activities and incentives. Students will take part in two iBelieve Summer Camps, as incoming Juniors that have been selected for the program and again at the conclusion of their junior year. The initial year's budget will include camp funding for two groups of 180 to attend in June of 2017 at \$45,000 per group. College and Career Readiness Expo will happen each year at a cost of \$14,000 (Community 7KS& 7KPS). Each of 19 high schools will receive \$2000 for PBIS incentives that align with SRC Soft Skills coaching. Two project positions will be created to coordinate and manage the Mentorship Program and the Life Skills Program. The Mentor position will be funded for 72 days at \$300/day and the Life Skills position at \$400 per day for 90 days. A \$500 stipend will be provided to each of 19 schools for onsite coordination of the mentor program. Project monitoring and support will include regular planning meetings of the LS Steering Committee, 125 members at \$100/year, and Program Evaluation at \$5000 per year. OVESC will oversee all project components, facilitate collaborative meetings, analyze data/reporting - \$20,000/year.

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.

278,020.00 a. Sustainability Year 1

278,020.00 b. Sustainability Year 2

278,020.00 c. Sustainability Year 3

278,020.00 d. Sustainability Year 4

278,020.00 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.

iBelieve summer camps will remain the same at a cost of \$250 per student and will be funded through a scholarship process with a regional granting foundation. College and Career Readiness Expo will remain at a cost of \$14,000 to be covered by local business sponsorship. Project monitoring and support meetings, and program evaluation will be reduced by half -25 members at \$50/year, and Program Evaluation at \$2500 per year. OVESC will absorb those costs in addition to overall project management/reporting at \$10,000/year. Two project positions will remain and be built into the OVESC operating budget. Each of 19 high schools will receive \$2000 for PBIS incentives that align with SRC Soft Skills coaching. The length of the Teacher Professional Development will be reduced by half to cost \$34,800. For these costs sustainability planning will be part of our evaluation process throughout the life of the project. Though not easily valued, significant cost savings will be derived after initial planning and implementation as new curriculum, staff training, and project branding will be long lasting assets of the SRC Project. The SRC leadership is charged with development of a strategy to leverage resources and create awareness of our accomplishments in an effort to grow a supportive constituency. As the SRC Project evolves we anticipate institutionalization and endorsement from education partners throughout the state. We recognize that together we create greater efficiency, improved program quality, and less duplication. Public and private partners have committed to the project with generous funding for planning and development. The SRC has a valuable collection of physical and intellectual resources to ensure the longevity of this project. Static costs to be covered by the districts in sustainability years include student prep software and testing at \$914 per high school, this is minimal annual cost that can be derived from existing budget reallocations for test prep

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.

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

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

19. Please explain the source of these reallocated funds.

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

Sustainability Csts are explained in the #15 of the application. They are not reallocated funds, but rather costs that will absorbed and/or budgeted for in the appropriate line items of the OVESC operating budget. Through private and public partnerships, and through operating efficiencies as the project evolves.

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 Ongoing

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

The SRC was formed in the fall of 2014 and has held a number of partner meetings focused on development and planning supported by private investment. SRC Teacher Team meetings focused on course development have also been part of the planning phase, they will continue to take place at least three times a year. The SRC Life Skills Committee has developed a Strategic Plan that will guide the planning and implementation of Soft Skills training for Student Aspiration and Career Development. The SRC leadership is charged with creating awareness of project success in an effort to grow a supportive constituency. As part of the planning process from year to year, longitudinal student data will be reviewed by teacher teams and SRC committee to identify areas that need revision and/or additional resources. SRC Project data will be made readily available in an effort to help educators spot curricular misalignments and design interventions to improve student success rates.

22. Implementation (grant funded start-up activities)

a. Date Range August 2016 - June 2017

b. Scope of activities - include all specific completion benchmarks

Student Selection - Complete SRC Teacher Team Professional Development - August 2016 - June 2017 (Summer 3 days, 3 days ongoing throughout school year) Implementation of Curriculum - August/September 2016 - May/June 2017 Mentor Selection and Training (September-October 2016) - Participating schools, along with a Life Skills Education Program Coordinator, will work to identify local mentors and match their qualifications with individual student needs. Mentors will attend specialized training and follow a program designed to provide career direction and insight while sharing personal knowledge and experience. College/Career Expo - November 2016 SRC Partner Meetings for Project Updates & Assignments - December 2016, May 2017 SRC Teacher Team Meetings for Professional Development, Data Collection & Analysis - December 2016, February 2017, April 2017

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

a. Date Range Annually

b. Scope of activities - include all specific completion benchmarks

Student Selection - Spring SRC Teacher Team Professional Development - Summer Implementation of Curriculum - Fall Mentor Selection and Training - Fall SRC Partner Meetings for Project Updates & Assignments - Quarterly SRC Teacher Team Meetings for Data Collection & Analysis - 3 times per year Student Camp - Summer College/Career Expo - Winter Required reporting will be submitted by the OVESC according to ODE guidelines

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:

In 2012, Governor Kasich's Education Commission developed a guide for the reform of state funding for higher education. Their efforts led to a new formula for funding of Ohio Colleges that is 100% completion based, compared to funding that was historically based on enrollment. This funding reform requires a shift in strategy at both the high school and college levels. Students must be prepared to succeed in the classroom. In addition to improving their quality of life, the success of our students translates to increased funding for higher education and a more qualified, competitive workforce. The economic growth of our state is dependent on higher education, and on having qualified workers to fill the jobs of tomorrow. Preparing our students for college is the first step in building a stronger Ohio. While Ohio has some of the best institutions of higher education in the world, only about one-fourth of adults in Ohio have a bachelor's degree, significantly below the national average. That shortage of qualified workers places Ohio at a competitive disadvantage compared to the rest of the nation. Additionally, each Ohioan who fails to obtain a degree faces his or her own individual challenges - fewer employment opportunities that make it more difficult to pay down personal debt. To maintain the kind of workforce necessary in an increasingly competitive and transformative economy, it's imperative that Ohio prepares and graduates more students. The SRC will employ a unique approach by focusing on instruction and activities that develop students' academic achievement as well as their social behaviors. Behaviors such as paying attention, completing assignments, persisting in difficult tasks, and regulating one's own actions play a large role in students' success in school and life. This holistic model will change the likelihood of success in every aspect of our students' futures.

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:

Ohio Valley Educational Service Center Phil Ackerman - Director, Shared & Administrative Services phil.ackerman@omeres.net Office Phone: (740) 439-3558 x 229
Jeremy Beardmore - Director, Process Improvement jeremy.beardmore@omeres.net Office Phone: (740) 439-3558 x 226
Teresa Harshbarger - Director, School Improvement teresa.harshbarger@omeres.net Office Phone: (740) 439-3558 x 227

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 SRC Project will use multiple data collection procedures and analysis tools to measure the overall impact of the project. Teacher and student surveys will be used to measure the impact of course curriculum, skill enhancement intervention, student aspiration activities, and ongoing teacher professional development. Using the program's computer software, students' college readiness levels will also be analyzed over the life of the project to determine effectiveness. Improving academic learning and behaviors is a long process that may not immediately result in higher test scores. The SRC will contract outside services to develop longitudinal student-data systems that allow tracking individual students from year to year, school to school, and educational segment to segment. SRC Project data will be made readily available in an effort to help educators spot curricular misalignments and design interventions to improve student success rates.

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.

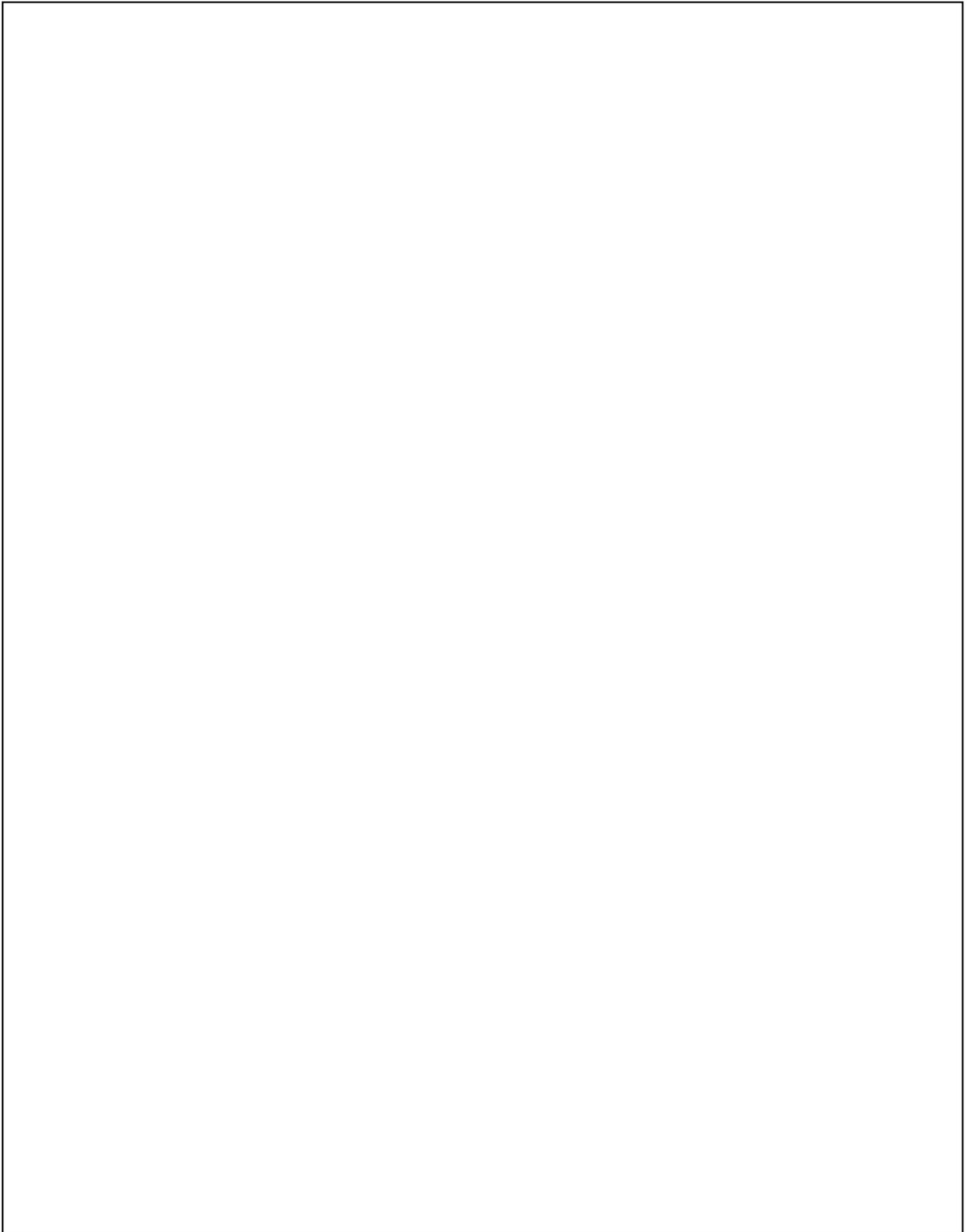
The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other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

According to the Ohio Department of Education, there are more than 280,000 eleventh and twelfth grade students currently attending public schools in Ohio. On average 60% of these students pursue post-secondary education of which 30-40% need remediation. Students who choose a direct path to career will also benefit from the SRC. Following the current model more than 60,000 students could directly benefit from a statewide scale up. When proven effective, this program can be institutionalized with leadership from Ohio ESC's to serve all 16 education regions of the state. This expansion will benefit from a shared mission and strong alliance across all ESC offices in Ohio. The Ohio ESC Association exists to provide leadership and services that enable school districts to increase student achievement and improve Ohio's educational system. All of Ohio's ESC's subscribe to a common Code of Ethics and Professional Conduct. This core structure is a building block for institutionalization of programs that have broad impact. Ohio's ESC membership includes a broad constituency of journalists, researchers, and practitioners with experience in development of publications and manuscripts for implementation of proven practices. It is a goal of Ohio's ESCs to provide equitable access to resources.

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).

Wendy Brewer



Consortium

Ohio Valley ESC (123281) - Guernsey County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Jason	Howard	740-593-1000	howardj2@ohio.edu	Ohio University	063024	HDL Center Suite 279, Athens, OH, 45701	
Stephanie	Starcher	740-984-2376	ff_sstarcher@seovec.org	Fort Frye Local	050484	510 5th St, Beverly, OH, 45715-8916	
Amanda	Haney-Cech	800-331-7896	cecha@marietta.edu	Marietta College	063818	215 5th St, Marietta, OH, 45750-4033	
Dennis	Dettra	740-439-5021	dennis.dettra@cambridgecityschools.org	Cambridge City	043695	6111 Fairdale Dr, Cambridge, OH, 43725-8865	
Kyle	Newton	740-678-2366	wl_knewton@warrenlocal.org	Warren Local	050500	220 Sweetapple Rd, Vincent, OH, 45784-5005	
Tony	Dunn	740-423-9511	bc_tdunn@belpre.k12.oh.us	Belpre City	043604	2014 Rockland Ave, Belpre, OH, 45714-1118	
Ryan	Caldwell	740-432-5370	ryan.caldwell@rollinghills.k12.oh.us	Rolling Hills Local	047308	PO Box 38, Byesville, OH, 43723-0038	
Dan	Leffingwell	740-732-2084	dan.leffingwell@gozeps.org	Noble Local	048900	20977 Zep Rd E, Sarahsville, OH, 43779-9702	
Will	Hampton	740-374-6500	whampton@mariettacsdo.org	Marietta City	044321	111 Academy Dr, Marietta, OH, 45750-8053	
John	Hall	740-472-5801	john.hall@omeres.net	Switzerland of Ohio Local	048652	304 Mill St, Woodsfield, OH, 43793-1256	
Lori	Snyder-Lowe	740-962-2782	mc-lowel@seovec.org	Morgan Local	048777	PO Box 509, Mc Connelsville, OH, 43756-0509	
Tim	Houston	740-695-9500	thouston@belmontcollege.edu	Belmont College	063446	120 Fox Shannon Pl, Saint Clairsville, OH, 43950-8751	
Kevin	Turner	740-865-3441	kturner@frontierlocalschools.com	Frontier Local	050492	44870 State Route 7, New Matamoras, OH, 45767-6149	
Dennis	Blatt	740-373-2766	dblatt@thecareercenter.net	Washington County Career Center	051698	21740 State Route 676, Marietta, OH, 45750	
Adam	Pittis	740-489-5190	adam.pittis@eguernsey.k12.oh.us	East Guernsey Local	069682	PO Box 128, Old Washington, OH, 43768-0128	
Rae	White	740-826-8211	rwhite@muskingum.edu	Muskingum University	063842	163 Stormont St, New Concord, OH, 43762-1118	

Mark	Nutter	740-374-8716	mnutter@wscce.edu	Washington State Community College	064345	710 Colegate Dr, Marietta, OH, 45750-9299	
Richard	Hall	740-685-2516	rhall@mideastctc.org	Mid-East Career and Technology Centers	051300	400 Richards Rd, Zanesville, OH, 43701-4645	
Larisa	Harper	740-454-2501	lharper@zanestate.edu	Zane State College	063289	1555 Newark Rd, Zanesville, OH, 43701-2626	
Bob	Caldwell	740-984-2373	bobc@seovec.org	Wolf Creek Local	050518	PO Box 67, Waterford, OH, 45786-0067	
Darren	Cook	740-732-5637	dcook@caldwell.k12.oh.us	Caldwell Exempted Village	045252	516 Fairground St, Caldwell, OH, 43724-1175	

Partnerships

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Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Patrick	Klein	6148275463	pklein@theibelievefoundation.org	The iBelieve Foundation		1778 N. High St., Ste. 310, , Columbus, Ohio, 43201	

Implementation Team

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Sections 

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Phil	Akerman	OVESC Director, Shared & Administrative Services	Oversees all aspects of the SRC Project including planning, implementation, data collection, and analyses. Maintains consistent communication with each collaborator. Develops job descriptions and oversees hiring of any employees related to the project. Helps to maintain a climate of professionalism by practicing service delivery based on a Code of Ethics and Professional Conduct.	Mr. Akerman has spent more than 10 years facilitating High Quality Professional Development that promotes school improvement and professional growth. His expertise includes the planning and administration of many current state initiatives and mandates such as Curriculum, Instruction & Assessment Services, Educational Data Analysis, eTPES Facilitation, ODE Initiatives: Support and/or Training, Ohio Improvement Process (OIP), Ohio Principal Evaluation Training (OPES), Ohio Teacher Evaluation Support (OTES), Power Educator Project (PEP), Resident Educator/Mentor Support, Technology Tools for Educators, Value-Added Facilitation	In addition to extensive experience with grant funded project management, Mr. Akerman serves as a member or leader in a number of relevant collaborations including: Appalachian Ohio P-20 Council (AOP-20) A group of community leaders who come together to examine regional student and work force needs and to strategize ways with their existing resources to invest in opportunities for student success which ultimately defines the future of the community and the strength of its work force. Education Leadership Council (ELC) A group of administrators from Ohio Valley ESC school districts meet frequently throughout the school year to remain up-to-date on current education initiatives, discuss current education topics, and explore opportunities for collaboration. Our goal is to collaboratively network to help students become College-Ready, work ready, and future ready. Ohio Shared Services Collaborative (OhioSSC) Consortium of 20 school districts, one board of developmental disabilities, four educational service centers, and two information technology centers working together to accomplish more. Guernsey-Noble Safety Council (GNSC) The GNSC holds	BA Masters	5	

					monthly meetings at the Zane State Epic Center. Each meeting, the steering committee brings in speakers and topics related to safety in the workplace.			
Mark	Nutter	Washington State Community College VP, Academic Affairs	Dr. Nutter will participate in the overall planning of the SRC Project with special emphasis and leadership of the Life Skills Steering Committee. He will facilitate actions to address the strategies outlined in the Life Skills Education Plan including: Promote and Implement Soft Skill Development Programs Provide leadership and collaboration to expose students to locally available opportunities with a focus on career development and student aspiration. Plan and develop a mentorship program for SRC students. Monitor the effectiveness of the SRC Steering Committee Strategic Plan through data collection and analysis.	During his 25-year career with the college, Dr. Nutter has served in other leadership roles including Dean of Arts, Sciences, and Industrial Technologies. Prior to working at WSCC, Dr. Nutter taught for 10 years at Waterford High School in Waterford, Ohio. He has also instructed for Ohio University and West Virginia University at Parkersburg. Dr. Nutter leads WSCC's participation in the Academic Quality Improvement Program (AQIP) of the Higher Learning Commission. Dr. Nutter has written and presented on topics related to general education, assessment of student academic achievement, community college accreditation, and foreign language teaching. During his 35 year career in education, he has worked to promote a continuously improving learning environment for students, faculty, and staff.	Dr. Nutter coordinates several projects and grants for Washington State Community College including an effort to develop a WSCC Center for Advanced Manufacturing through a recently awarded \$1 million regional grant. He has served on numerous committees at the state level on topics related to access to education and student success. He is a past President of the Council of Chief Academic Officers of Ohio's Two-Year Colleges.	Bachelor and Masters degrees in teaching Spanish, English, and Linguistics Ph.D. in Curriculum and Instruction from Ohio University	5	
Teresa	Harshbarger	OVESC Director, School Improvement	Oversees all aspects of the SRC Project including planning, implementation, data collection, and analyses. Maintains consistent communication with each collaborator. Develops job descriptions and oversees hiring of any employees related to the	Ms. Harshbarger taught in the public school system before joining the OVESC team. She administered the Teacher on Loan program and has spent more than 10 years in recurrent role. As part of the OVESC team, Teresa helps to facilitate High Quality Professional	In addition to extensive experience with grant funded project management, Ms. Harshbarger serves as a member in a number of relevant collaborations including: Appalachian Ohio P-20 Council (AOP-20) A group of community leaders who come together to examine regional student and work force	BA Education Masters Education	5	

			<p>project. Helps to maintain a climate of professionalism by practicing service delivery based on a Code of Ethics and Professional Conduct.</p>	<p>Development that promotes school improvement and professional growth. Her expertise includes the planning and evaluation of many current state initiatives and mandates such as Curriculum, Instruction & Assessment Services, Educational Data Analysis, eTPES Facilitation, ODE Initiatives: Support and/or Training, Ohio Improvement Process (OIP), Ohio Principal Evaluation Training (OPES), Ohio Teacher Evaluation Support (OTES), Power Educator Project (PEP), Resident Educator/Mentor Support, Technology Tools for Educators, Value-Added Facilitation</p>	<p>needs and to strategize ways with their existing resources to invest in opportunities for student success which ultimately defines the future of the community and the strength of its work force. Education Leadership Council (ELC) A group of administrators from Ohio Valley ESC school districts meet frequently throughout the school year to remain up-to-date on current education initiatives, discuss current education topics, and explore opportunities for collaboration. Our goal is to collaboratively network to help students become College-Ready, work ready, and future ready. Ohio Shared Services Collaborative (OhioSSC) Consortium of 20 school districts, one board of developmental disabilities, four educational service centers, and two information technology centers working together to accomplish more. Guernsey-Noble Safety Council (GNSC) The GNSC holds monthly meetings at the Zane State Epic Center. Each meeting, the steering committee brings in speakers and topics related to safety in the workplace.</p>			
Jeremy	Beardmore	OVESC Director, Process Improvement	<p>Oversees all aspects of the SRC Project including planning, implementation, data collection, and analyses. Maintains consistent communication with each collaborator. Develops job descriptions and oversees hiring of any employees related to the project. Helps to maintain a climate of professionalism</p>	<p>Mr. Beardmore has spent more than 10 years developing and analyzing High Quality Professional Development that promotes school improvement and professional growth. His expertise includes the planning and administration of many current state initiatives and mandates such as Curriculum, Instruction & Assessment</p>	<p>In addition to extensive experience with grant funded project management, Mr. Beardmore represents OVESC as a member or leader in a number of relevant collaborations including: Appalachian Ohio P-20 Council (AOP-20) A group of community leaders who come together to examine regional student and work force needs and to strategize ways with their existing</p>	BA Education Madsters Education	5	

			<p>by practicing service delivery based on a Code of Ethics and Professional Conduct</p>	<p>Services, Educational Data Analysis, eTPES Facilitation, ODE Initiatives: Support and/or Training, Ohio Improvement Process (OIP), Ohio Principal Evaluation Training (OPES), Ohio Teacher Evaluation Support (OTES), Power Educator Project (PEP), Resident Educator/Mentor Support, Technology Tools for Educators, Value-Added Facilitation</p>	<p>resources to invest in opportunities for student success which ultimately defines the future of the community and the strength of its work force. Education Leadership Council (ELC) A group of administrators from Ohio Valley ESC school districts meet frequently throughout the school year to remain up-to-date on current education initiatives, discuss current education topics, and explore opportunities for collaboration. Our goal is to collaboratively network to help students become College-Ready, work ready, and future ready. Ohio Shared Services Collaborative (OhioSSC) Consortium of 20 school districts, one board of developmental disabilities, four educational service centers, and two information technology centers working together to accomplish more. Guernsey-Noble Safety Council (GNSC) The GNSC holds monthly meetings at the Zane State Epic Center. Each meeting, the steering committee brings in speakers and topics related to safety in the workplace.</p>			
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