## Dayton Early College Academy, Inc (009283) - Montgomery County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (548)

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### Adjusted Allocation

-478,241.00

### Remaining

-478,241.00
DR. THOMAS LASLEY will spearhead WWF's efforts at Sinclair Community College (SCC), our primary partner, is a
MATT MASSIE will oversee SCC's role in EC2's Parent Partnership and Advisory Acceleration
While it is impossible to provide biographies
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

Dayton Early College Academy, Inc (009283) Application

1. Project Title: Early College 2.0

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 8 you seek to achieve. Please limit your responses to no more than three sentences.

3. Project description: Provide a narrative description of the project including the purpose of the project, the problem that the project addresses, the benefits to the target audience, and how the project fits with relevant projects and initiatives. You should also include descriptions and experiences of partner entities.

4. Lead applicant primary contact: - Provide the following information:
   First Name, last Name of contact for lead applicant: Judy Hennessey, Ph.D.
   Organizational name of lead applicant: Dayton Early College Academy
   Unique Identifier (RIN/Fed Tax ID): 009283
   Address of lead applicant: 300 College Park Center
   Phone Number of lead applicant: 937-414-0869
   Email Address of lead applicant: jhennessey@daytonearlycollege.org

5. Secondary applicant contact: - Provide the following information, if applicable:
   First Name, last Name of contact for secondary applicant: Matthew Massie
   Organizational name of secondary applicant: Sinclair Community College
   Unique Identifier (RIN/Fed Tax ID): 300
   Address of secondary applicant: 444 W. Third St. Room 10313 Dayton, Ohio 45402
   Phone number of secondary applicant: 937-512-2772
   Email address of secondary applicant: matt.massie@sinclair.edu

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (RIN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).
   * Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.
   * If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

8. Provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)
   Student achievement
   Spending reductions in the five-year fiscal forecast
   Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one)
    New - never before implemented
    Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
    Mixed Concept - incorporates new and existing elements
    Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

   CHALLENGE: For every 100 low-income students who start high school 65 graduate, 45 start college, and 11 complete a college degree. [1] Approximately 44% of children in Ohio live in low-income families.
C) Sustainability - Planning for ongoing funding of the project, cost breakdown

13. Financial Data - All applicants must enter or upload the following supporting responses in the financial data when applicable:

a. Enter a project budget
b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five cost categories. What it looks like: Class sets of Chromebooks arrive in January and professional development focused on blended learning begins. Ongoing “work groups” at faculty meetings will use DECA’s “teachers-training-teachers” model to share new learnings and “RoundUp” delivered educational programs will focus on digital learning experiences.

14. What is the total cost for implementing the innovative project?

$478,241.00

15. What are the new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

$15,610.75

16. Are there any expected savings that may result from the implementation of the innovative project?

Yes, we anticipate $15,610.75 in annual costs to maintain EC2.

NJ: Jobs For the Future, National Ed Longitudinal Study (2) National Center for Children in Poverty, OH: Demographics of Low-Income Children
D) IMPLEMENTATION

**Timeline - Communication and contingency planning**

18. Fill in the appropriate dates and an explanation for the timeline of the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication application was developed.

Describe the ongoing communication plan with the project as the implementation. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

**Proposal Timeline Dates**

<table>
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<tr>
<th>Plan (MM/DD/YYYY)</th>
<th>01/01/2014</th>
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| Narrative explanation | Plan: 1/10/2013  
Implement (MM/DD/YYYY): 01/15/2013 |

**Narrative explanation**

Implement (MM/DD/YYYY): 01/15/2013

EC2 requires implementation over a course of months; specific dates will be chosen at the January planning meeting and adjusted as needed. A provisional scope and sequence is below: SMART SUMMER: (MAR) Coordinators hired, DECA/PREP/WF planning meeting #1: focus on overall structure (APR) meeting #2: focus on aligning Fellow preparation with Smart Summer structure, logistical planning, WWF develops scope (sequence of MAY) meeting #3: focus on blended learning best practices and supervision, tools/facilitated, logistics finalized, student invited based on MAP/KRAL/OA/OGT assessment (JUN) student roster finalized, groups assigned, Smart Summer launches TECHNOLOGY (JAN) Chromebooks purchased (FEB) Chromebooks delivered to classes, Initial PD (MAR) Chromebooks in use, teacher-facilitated best practice share at organizational meeting (APR) continuation of Mar., “rounds” observed focused on digital learning launch (MAR) completed, “knowledge capture at facility meeting (MAY) Chromebooks and knowledge capture used for Smart Summer FAMILY PARTNERSHIP: (JUN) EC2 plan shared, Parent-strategy (PAC) team created, PAC facilitated, College sessions, Parent-Tutor recruitment (MAY) PAC creation continues, FACILITATES 2 of 3 Coaching sessions, Parent-Tutor training in lieu of Parent Academy (APR) PAC creation continues, Parents-Tutor begin (MAY) continuation of Apr., Parent-Tutor assist w/ Smart Summer ADVISORY ACCELERATION: (JAN) Coaching training scheduled with DECA staff, SSC session w/ teacher follow-up for 11-12th and 9th/10th grade students, in early April (MAY) advisor recruitment (FEB) Advisor recruitment (MAR) Advisor recruitment (APR) Focus on hitting the 11th/12th grade students in early April (MAY) Advisor session w/ teacher follow-up for 11th/12th and 9th/10th grade Student Strategy and Parent strategy at facility meeting w/ follow-up for 11th/12th (MAY) SSC session w/ follow-up for 11th/12th (JUN) SSC session w/ follow-up for 11th/12th grade sessions in HOUSE INNOVATION: (JAN) Preview EC2 Summit and IHR grant w/ faculty (FEB) Leadership teams (existing volunteer weekly meeting of teacher/admin) begins shaping IHR grant process by April (MAY) IHR’s care of (MAR) 1st round IHR grant, Summit planning (APR) IHR grants monitored, Summit planning (JUNE) Summit, 2nd round IHR grant Potential obstacles: 1) Taking on multiple projects in the spring/2nd ambitious projects in the fall results in a substantial capital outlay. However, the summer programs will be led by different individuals and there will be a weekend buffer between; in addition, this sort of fast-change cycle is part of DECA/PREP culture 2) It’s difficult to estimate amount of time needed to develop curriculum; for this reason, priorities will be set. For example, with Parent Academy Curriculum the most critical grade bands (3-5, 6-8, and 12) will be prioritized if time allotted isn’t sufficient.

**Summative evaluation (MM/DD/YYYY): 06/30/2014**

**Narrative explanation**

Summative evaluation: 06/01/2012 Monthly progress monitoring meetings will occur Jan-Jun 2014, with a step-back review of initial implementation conducted at the close of June. Primary points of data include student researcher assessments, graduation rates, attendance surveys of students/staff/parents. However, we believe at least two years will need to be scaled EC2 up to significant impact for students, and similarly, assessment of cost-savings will be more valid over time. Potential obstacles: Data collection and review can be a time-consuming process. However, we will be using data collected by state (OGA, OQG, graduation rates) whenever possible because they are the best measures of our ultimate goals and collected by the state. We will also administer faculty, student and staff surveys; because they will be created in-house, we will be able to tailor them as we realize better questions for measurement.**
20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

21. Is this project able to be replicated in other districts in Ohio?

Yes [ ] No [ ]

22. If so, how?

EC2 will build on a decade of EC implementation to craft "next generation" EC schools. A primary objective of EC2 is refining and capturing effective strategies so interested schools can implement them with less trial-and-error: if college is going to be a real possibility for all Ohio students, sharing best practices must be a priority. An educational model's effectiveness varies in different contexts; a school may find it useful to implement and/or adapt only one specific strategy. For that reason, the ability to replicate each strategy must be considered: SMART SUMMER. Shortening the summer for perpetuity and increasing the number of students served is a project goal, but schools will differ in their ability to implement the program. Our evaluation plan is intended to measure the impact of each specific strategy implemented, so schools that choose not to implement the overall program will still benefit from lessons learned.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

Putting urban learners on the pathway to college has been the singular focus of DECA since its inception; at the heart of all DECA/PREP's work, including EC2, is student achievement. We believe the increased educational attainment of approximately 850 students (primarily from urban, low-income, minority backgrounds) is of substantial value to the community. Two-thirds of our DECA college graduates are employed in our community post-college graduation, representing a vital infusion of inspiration and human capacity into an economically struggling area. Furthermore, we believe refining and solidifying a model that puts all students on the path to college can help transform education trajectories for a large number of Ohio students. For this reason our top line measure of EC2's success is the College Clearinghouse report tracking DECA students' graduation from college. College Clearinghouse 2018 will give us the first opportunity to see whether students who experience EC2 are more prepared (and therefore successful) in college.

24. What are the specific benchmarks related to the funded goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

EC2's goal is student achievement that puts students on track to success in college: given that, the best measure of success will be college graduation rates of our first EC2 class. College Clearinghouse 2018 data will be the first time we will see college graduation of EC2 students (this will be students who were seniors during first full year of EC2 implementation). We expect to see the best measures of success for EC2's goal: student achievement that puts students on track to success in college. Specifically, we expect to see: Effectiveness of SMART SUMMERS, including: $120 new/current students served; a 20% increase between pre- and post-test scores or final average of 80% on summative assessment Effectiveness of TECHNOLOGY, including: computers utilized in classrooms an average of 8 hours/week; "the Sounds"-based professional development; and/or demonstrates "substantial gains" on web-based learning tools (ex. Khan Academy). Effectiveness of FAMILY PARTNERSHIP, including: 80% of family surveys rate school-based Parent Academy Curriculums and/or Parent Professional Development as "effective" or "very effective"; a 50% of parent volunteers in academic roles Effectiveness of ADVISORY ACCELERATION, including: 75% of family surveys rate relationship with advisor as "strong" or "very strong"; 100% of students 12th grade students participate in College Counseling; 80% of students rate College Counseling as "helpful" or "very helpful" Effectiveness of IN-HOUSE INNOVATION, including: creation of: course/curricular scope and sequence aligned to Common Core and college needs; creation of structural scope and sequence creating a continuum from K-12 leading to successful completion of DECA Gateways (which include community service, job hours, and internship); and at least five programs focused on student achievement funded through IG2, with their own demonstrated results.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

Our final and most meaningful analysis of program success will be student outcomes. Specifically, state assessments and grades at both DECA and PREP(2015), as well as retention (2014), graduation (2015), and ACT scores (2015) at DECA. The state report card system tracks all of these metrics except for the ACT scores, which are monitored in-house at DECA by our Special Projects Assistant. Our secondary goal is reducing financial expenditures. DECA and PREP share a rigorous accountant: for four years in a row we have received the highest rating possible from the state auditor. Our treasurer will be able to track expenditures and monitor overall financial capacity. Therefore, we do not expect to see the full impact of measured success until we have been able to complete the initial implementation cycle. We will diligently monitor our progress towards short-term goals.

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 timeframe. 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 any other related data to the legislature, governor, and other interested parties for an overall Straight A Fund evaluation.

PROGRAM ASSURANCES: I agree, on behalf of this agency and/or all affiliated agencies to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "Accept" and indicate your name, title, agency/organization and today's date.

Accept [ ] Judy Hennessey, Ph.D. Superintendent and CEO Dayton Early College Academy 10/23/13