

Budget

Reynoldsburg City (047001) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (459)

U.S.A.S. Fund #:

[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		1,000.00	250.00	258,750.00	515,000.00	3,000,000.00	0.00	3,775,000.00
Support Services		118,500.00	29,955.00	4,227,864.00	0.00	0.00	0.00	4,376,319.00
Governance/Admin		160,000.00	52,784.00	200,000.00	0.00	0.00	0.00	412,784.00
Prof Development		80,000.00	13,600.00	183,200.00	0.00	0.00	0.00	276,800.00
Family/Community		0.00	0.00	2,354,000.00	0.00	0.00	0.00	2,354,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	100,000.00	0.00	3,000,000.00	0.00	3,100,000.00
Transportation		0.00	0.00	154,760.00	0.00	0.00	0.00	154,760.00
<b>Total</b>		<b>359,500.00</b>	<b>96,589.00</b>	<b>7,478,574.00</b>	<b>515,000.00</b>	<b>6,000,000.00</b>	<b>0.00</b>	<b>14,449,663.00</b>
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-14,449,663.00

Application

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

**A) APPLICANT INFORMATION - General Information, Experience and Capacity**

1. Project Title: Ohio Pathways to Prosperity Demonstration

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

The Pathways to Prosperity Network, a collaboration of nine states, Jobs for the Future and the Harvard Graduate School of Education, is creating pathways that combine high school, career tech, college and work-based experiences to produce graduates who are credentialed for a career and/or well on their way to a college degree. For Ohio, this project will lay the groundwork for a potential state-wide adoption of PtoP strategies. The consortium will demonstrate pathways programs resulting in 1) high school completion, 2) reduced college remediation rates, 3) accelerated postsecondary credential attainment by participating students, 4) productive work-based learning experiences for participating students and employers, and 5) program sustainability.

22249 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Tricia Moore

Organizational name of lead applicant: Reynoldsburg City Schools

Unique Identifier (IRN/Fed Tax ID): 047001

Address of lead applicant: 7244 E. Main Street Reynoldsburg Ohio 43068

Phone Number of lead applicant: 614 501 1020

Email Address of lead applicant: tmoore@reyn.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Scott Reeves

Organizational name of secondary applicant: Westerville City Schools

Unique Identifier (IRN/Fed Tax ID): 045047

Address of secondary applicant: 936 Eastwind Drive, Suite 200, Westerville Ohio 43081

Phone number of secondary applicant: 6147975934

Email address of secondary applicant: ReevesS@westerville.k12.oh.us

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 (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

James Sotler, IRN-046946 Canal Winchester Local School District 100 Washington Street Canal Winchester OH 43110 phone - 614-837-4533 email - jsotler@cwls.us Jack Fette, IRN-046763 Olentangy Local School District 814 Shanahan Road Lewis Center OH 43035 phone - 740 657 4022 email - jack\_fette@olsd.us Angel King, IRN- 048009 Licking Heights Local Schools 6539 Summit Rd Pataskia, OH 43062 phone - 740 927 6926 email - aking@laca.org Brian D. Hamler, IRN - 045070 Whitehall City Schools 625 S. Yearling Rd. Whitehall, OH 43213 phone - 614 417 5001 email - hamlerb@whitehallcityschools.org Emilie Greenwald, IRN - 044933 Upper Arlington City Schools 1950 North Mallway Dr. Upper Arlington, OH 43221 phone 614 487 5000 email - egreenwald@uaschools.org Edward J. O'Reilly IRN - 044073 Grandview Heights City Schools 1587 West Third Ave. Columbus, OH 43212 phone 614 485 4022 email - ed.oreilly@ghcsd.org Mike McDonough IRN - 047019 - Hilliard City Schools 2140 Atlas St. Columbus, OH 43228 phone 614 921 7054 email - mike\_mcdonough@hboe.org Francis R. Scrucci IRN - 046961 - Gahanna - Jefferson City Schools 160 S. Hamilton Rd. Gahanna, OH 43230 phone - 614 478 5533 email - scrucif@gjps.org Dan Good IRN - 043802 -Columbus City Schools 270 East State St. Columbus, OH 43215 phone - 614 365 5888 email superintendent@columbus.k12.oh.us Erik Shuey IRN - 044800 - South-Western City Schools 3805 Marlane Place Grove City, OH 43016 phone - 614 801 3084 email- erik.shuey@swcs.us April Domine IRN 046995 New Albany-Plain Local School District 55 N. High St New Albany, OH 43054 phone - 614 855 2040 email domine1@napls.us

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.

[UploadGrantApplicationAttachment.aspx](#)

8. Please 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.

The consortium includes central Ohio school districts that cumulatively have a strong track record of success in innovative projects and student performance. The lead applicant, the Reynoldsburg City School District (RCS D), has demonstrated steady improvement in student performance over the past five years as its student body has become more diverse (now 51 percent minority) and more economically disadvantaged (49 percent) while reducing anticipated expenditures by \$24 million, equal to about 40 percent of its total annual expenditures. RCS D has successfully implemented two Ohio STEM grants and now has three of the state's 14 designated STEM schools; is implementing a Race to the Top Innovative Program grant to launch an early college in partnership with Columbus State Community College (CSCC); and has been selected for several national networks including the Digital Promise League of Innovative Schools, the Council of Chief State School Officers' Innovation Lab, and The Learning Accelerator's partners. CSCC has established itself as an education leader in central Ohio by spearheading the Central Ohio Compact, education's response to the regional economic development plan, Columbus 2020. The Compact calls for the alignment of the community's rich educational resources for increased productivity and efficiency: specifically, to nearly double the percentage of adults who have economically viable postsecondary credentials by 2025. Under the stewardship of CSCC, dozens of school districts, institutions of higher education and industry partners have reached consensus on that goal and strategies to achieve it. In partnership with RCS D and other consortium members, CSCC has rapidly increased dual enrollment opportunities and success among central Ohio high school students in the past two years, attacked math remediation rates by embedding its developmental math program in area high schools, and advanced relationships with four-year institutions (including The Ohio State University and Miami University, among others) so that students can progress through a four-year program at less cost for taxpayers, students and families. Among the partner schools districts are Ohio's largest and fifth-largest districts. The Columbus City School District (CCS) is a high-need district. Its best examples of academic success are its most innovative schools and programs including alternative, career technical, culture-based, global language-based, art-focused and single-gender schools. The South-Western City School District (SWCS), also a high-need district, demonstrated one of the highest overall rates of student progress in Ohio last year. Both CCS and SWCS are career technical planning districts. The project will be implemented with support of the Pathways to Prosperity Network (PtoP), a collaboration of nine states, the Harvard Graduate School of Education (HGSE) and Jobs for the Future (JFF). JFF, a nonprofit, Massachusetts-based organization, supports schools and communities to create pathways from college readiness to career advancement. Their successes include launching and supporting dozens of early college high schools such as the P-Tech High School in New York that, along with Reynoldsburg High School, was highlighted in the President's budget proposal as a model high school; and supporting the Lumina Foundation's College Productivity Initiative, which promoted policies such as Ohio's new funding model that rewards colleges for graduating, not just enrolling, students. HGSE has a history of transformative work including Project Zero to improve education in the arts; the Midcareer Math and Science Program, a national model for meeting the country's need for math and science teachers; and the Urban Superintendent's program, the only such program tailored to the unique challenges of leading an urban district.

**B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes**

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.

Ohio will need nearly twice as many adults with postsecondary credentials to meet workforce demands by 2020. According to Complete College America, 59 percent of Ohio jobs will require a college degree or industry-recognized certification; currently 36 percent of Ohio adults have one. Central Ohio school districts, colleges, businesses and community organizations have made a collective commitment in the Central Ohio Compact, which aims to reach the Lumina Foundation's goal of 60 percent of adults with postsecondary degrees or certifications by 2025. In support of the Compact, participating organizations have initiated Ohio's involvement in PtoP. PtoP supports nine member states in designing pathways that assemble high school, college and work-based experiences so that students graduate with economically viable career credentials as well as a head start on postsecondary studies. The network supports four areas of development: (1) academic/career advising, (2) brokering opportunities across sectors, (3) enabling State policies, and (4) employer engagement. Ohio's membership and early activities are supported by the Office of the Governor, the Ohio Board of Regents, the Columbus Partnership, Columbus State Community College and the Reynoldsburg City School District and are funded by start-up investments by local businesses. In support of the Compact, this consortium with PtoP, CSCC, the Educational Services Center of Central Ohio, and Battelle for Kids will mitigate three challenges: 1) Our culture does not fully embrace career technical training in preparing our children for financially rewarding careers, either alone or in combination with two-year and four-year college preparation. To shift the prevailing perception among students, families, educators and community stakeholders, this project includes comprehensive engagement and training for leaders in each of those groups to deliver accurate and persuasive information about effective academic preparation. 2) Ohio needs more programs in traditional and nontraditional settings that include high school curriculum, technical training, college coursework and work-based learning in combinations that produce high school graduates who are credentialed to work and/or well on their way to an economically viable degree. The target population is the 22,249 high school students in our consortium who are not served by existing career technical programs and will not matriculate directly to a four-year public college or university. This project will develop demonstration programs in four industries serving at least 1,350 students and based on regional workforce conditions and needs. Professional development, tools and infrastructure will be provided. Industry support will be generated. 3) The Compact has a goal and a strategy framework but lacks benchmarks to measure progress. This project will design a benchmarking framework aligned to the commitments of the Compact and including the PtoP initiative. For each PtoP demonstration program, a community-based Interdisciplinary Council will be created to monitor progress. For Ohio, this project will lay the groundwork for a potential state-wide adoption of PtoP strategies. The consortium will demonstrate pathways programs resulting in 1) high school completion, 2) reduced college remediation rates, 3) accelerated postsecondary credential attainment by participating students, 4) productive work-based learning experiences for participating students and employers, and 5) program sustainability. The theory of change includes both systemic cost reductions and increased productivity (credential attainment). By harnessing national expertise and local ingenuity, the consortium will set the stage for students to seamlessly matriculate from high school to college and careers, ultimately saving money for Ohio's taxpayers and families while creating the workforce Ohio needs to remain competitive in the next decade.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Comprehensive engagement and training: The consortium will develop a common career outreach materials to provide consistent information to students and families from elementary school through career. The materials will be developed with professional support and reflect the input of educators, businesses and families gathered through development workshops, focus groups and surveys. A culminating event will be a statewide conference demonstrating and iterating on myriad paths within four identified industry sectors. Participating high schools will adapt and implement CSCC's workforce development curriculum to prepare students for work-based learning experiences. K-12 educators and college instructors will lead planning efforts and receive professional development to support the delivery of designed pathways. Guidance counselors, college advisors, and other educators will receive training in the common career materials, brokering work-based learning activities, and PtoP strategies for recruitment and support of students. Planning work will span spring and summer dates with a culminating professional development workshop in September 2014 in conjunction with the college/career fair. Critical to the success of this initiative is developing a strong foundation and understanding among business leaders of the program and how it benefits their bottom line. Professional support will be provided to convene and mobilize businesses; define work-based learning opportunities including school-based activities, shadowing, and internships; and create a framework for capturing the knowledge and skills students' acquire for a competency-based approach to credit attainment. The primary purpose of this work is to improve aspiration and access for students and their adult influences to attain postsecondary credentials prior to high school graduation. Example pathway programs: Interdisciplinary Councils representing K-12, career-tech, community college, industry, students and families will create initial pathway programs in advanced manufacturing, information technology, logistics and informatics, and pharmaceutical technologies. Planning will include course alignment, equipping laboratories, design of work-based learning experiences, and alignment of available certifications with local economic development needs. Each pathway will include high school graduation requirements, stackable industry credentials and seamless access to both two-year and four-year degree programs. The pathways will complement and expand existing career tech and early college programs. This work will be supported by JFF and the PtoP Network. The primary purpose of this work is to accelerate student attainment of economically viable credentials and to model programs that can be replicated for continued acceleration of attainment. Benchmarking framework: Battelle for Kids, the locally based organization behind Ohio's value added measures, will design a benchmarking framework for the Central Ohio Compact and identify aligned benchmarks by which to measure the long-term success of PtoP. Johns Hopkins University School of Education will conduct a program evaluation based on the established benchmarks. A consortium Steering Committee, with high-level representation from each member and all partners, will direct the project, including the benchmarking and evaluation processes. Both of these processes also will be subject to the adoption and approval of the broader Compact membership.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

Straight A Financial Impact Template is uploaded.

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

14,449,663.00 \* Total project cost

\* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

\$1,030,050: District-level project coordinators to oversee district responsibilities for implementation. (13 coordinators at \$54,500 each plus benefits at 17%) \$74,880: Stipends for K-12 staff selected to serve on Interdisciplinary Councils, for planning and training outside the contract day (32 stipends at \$2,000 each plus benefits at 17%) \$15,943.20: CSCC instructors for Interdisciplinary Councils paid for rate for development of a three-hour course (8 instructors X \$47.45 per hour X 3 hours per week X 14 weeks) \$20,000: Substitutes costs for members of Interdisciplinary Councils for planning and training (32 X 5 days X \$125) \$108,000: Stipends for teachers/instructors to participate in externships with business partners (40 X \$2,000 + benefits at 35%) \$4,760: Transportation for 400 students to work-based sites as a recruitment activity \$100,000: Project management support for coordination among consortium members, facilitation of Steering Committee work \$19,200: Travel for leadership team to participate in two-day Pathways to Prosperity Network meeting (\$600 airfare + \$600 hotel for two nights X 16 participants) \$104,000: Travel for Interdisciplinary Councils to visit two model sites (40 X \$1,300 X 2 trips) \$10,000: Facilitation for professional development workshop for members of Interdisciplinary Councils \$50,000: Facilitation for professional development seminar for pathways instructors for two weeks \$200,000: Technical support provided by Pathways to Prosperity Network via Jobs for the Future and Harvard. Support includes network convening and monthly on-site services by JFF staff for needs analysis, regional industry analysis, policy alignment recommendations and general design support \$3,796: Refinement of CSCC workforce development/job preparation curricula for delivery to high school students \$200,000: Professional services contract to develop marketing/outreach/common career language materials targeting K-12 staff, students and community members. Includes development of materials, two training symposiums, and one large conference \$3,000,000: Multi-media dissemination of materials, including print, web, events \$150,000: Professional services contract to logistics and transportation experts to facilitate solutions among participating school districts to transportation challenges for participating students \$100,000: Assessment of broadband capability of potential lab sites, mitigation plan \$3,000,000: Improve broadband infrastructure at selected lab sites based on recommendations in the mitigation plan, projects defined and prioritized by Steering Committee using digital learning and assessment standards set by Education Super Highway. \$200,000: Program evaluation of short-term implementation and long-term impact by Johns Hopkins \$80,000: Two forums for key stakeholders in each pathway from community, government and district. \$74,000 Conference to activate broader audience. Facilitation is \$500 per day per facilitator at a 20:1 ratio. Other costs are \$100 per day per person. 800 participants \$2,000,000 : Payment for completed transportation plans and shared service agreements to reduce costs with long-term expansion of the project. \$258,750: Year 1 tuition offset \$100,000: Materials for forums, conference, outreach events, student recruitment, business recruitment, meetings \$400,000: Instructional materials for first-year pathways programs, including lab supplies \$115,000: Digital content for blended dual enrollment courses (\$50,000 for conversion of existing content + license fee of \$100 per student) \$50,000: Development of digital content (retool CSCC content for blended) \$3,000,000: Remodel, equip 15 career-technical labs (\$200,000 each) and 15 distance learning labs (\$100,000 each) at schools, career technical schools, college and/or business locations \$212,784: Indirect cost to Reynoldsburg at 1.48% .

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

1,905,150.00 \* Specific amount of new/recurring cost (annual cost after project is implemented)

\* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

Costs that will be ongoing are offset by reductions in districts' pre-grant Fiscal Year 2014 expenditures. These costs include: 1) Project coordinators: Each district and CSCC (14 total) is allotted \$58,500 plus benefits estimated at 35 percent. This covers only the period of the grant implementation. The ongoing annual cost for each district is estimated at \$78,000 in salary and \$27,300 in benefits. 2) Digital content licenses: The cost is estimated at \$100 per participating student for access to personalized digital content as part of each pathways program. The annual ongoing cost is \$100 per student. 3) Tuition for dual enrollment courses: The cost is \$25 per credit hour per student, with each student expected to be enrolled in 9 credit hours per year.

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

163,625.00 \* Specific amount of expected savings (annual)

\* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

In addition to showing reductions that offset new, ongoing expenses, Reynoldsburg (\$96,425), Canal Winchester (\$3,750) and Columbus (\$63,450) are projecting net annual savings based on the

FY2014 pre-grant forecast. These few districts are able to demonstrate cost savings through the project. because they have enough scale to result in reductions in personnel. In order to accommodate the anticipated expansion of the program, districts will create strategic plans as part of this project. The plans must provide sustainable approaches to the future funding issues, including tuition and sharing of students across school districts. Districts will be reimbursed for their time and effort in developing these plans if their plans meet established criteria and are approved by the Steering Committee. Additional savings are not captured in the forecast and Financial Impact tables. Olentangy, for example, is pursuing this initiative, along with its partnership with CSCC, as strategies to avoid adding substantial personnel costs as its enrollment continues to grow. The district is hoping to avoid building another high school, which would be a significant savings to taxpayers.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The vast majority of costs associated with this project are one-time costs for capacity-building, community and industry engagement and infrastructure improvements. These expenditures are not recurring even though it is expected that the momentum created will continue to yield outcomes, for example in recruitment of industry partners and student participants, for years to come. Facility and broadband improvements will be designed to provide adequate learning environments for the foreseeable future. The capacity built through professional development will be sufficient to administer the proposed programs and be integrated without additional costs into districts' usual professional development activities for future replication and expansion. Consortium members are taking a variety of approaches to offset ongoing costs, and in some cases, realize savings. Consortium members are taking two approaches to sustaining the Project Coordinator role after the grant implementation, either the elimination or repurposing of an existing position or an equivalent reduction in personnel costs. Reynoldsburg, Columbus, Gahanna and Olentangy are reducing personnel expenditures enough to cover all ongoing costs of the project and realize a net savings. These districts will launch with enough student participation to reduce high school certified or administrative positions due to students learning in blended classrooms, from shared CSCC instructors and in workplace settings. Future expansion of the project would result in a similar and proportional redirection of expenditures. In the case of digital content licenses, some consortium members are offsetting this new expenditure with reductions in materials and supplies, most often textbooks and consumables that would be replaced with the digital content. Exceptions are Gahanna, Columbus, Olentangy and Reynoldsburg, which are offsetting these costs with personnel reductions. Likewise, new, recurring costs for tuition for dual enrollment courses through CSCC are offset by reductions in other expenditures, including materials and supplies, personnel, and in the case of Canal Winchester, the more expensive Post-Secondary Education Option costs. All district must allow students to participate in PSEO, but Canal Winchester is hoping that students will choose the pathways programs over PSEO, in some cases, resulting in a reduction in their PSEO expenditure.

#### D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for 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 that occurred as the application was developed.

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

##### \* Proposal Timeline Dates

Plan (MM/DD/YYYY): 12/01/13 - 01/30/2014

##### \* Narrative explanation

Project Management 1. Fiscal Management Team assembled by Reynoldsburg City Schools 2. Convene Steering Committee of consortia members, partner entities, and stakeholders to guide project implementation and make critical decisions based on recommendations from Interdisciplinary Councils and working committees. Steering Committee will meet weekly through the duration of the grant period. 3. Contract with various service providers for technical support in project implementation 4. Hire/appoint district level coordinators for all consortia members 5. JFF on-site support scheduled for two days each month Engagement/Training 1. Forum 1: Target 10 stakeholders from each community; introduction to PtOP strategies, preliminary industry data, begin development of message, provide training in message delivery Example Pathways 1. Recruit/select members of Interdisciplinary Council. Interdisciplinary Councils to meet twice monthly. 2. Assign Logistics Committee to assess locations for labs, conduct broadband speed test through Education Super Highway Benchmarks 1. BFK begins benchmarking framework for the Compact 2. Johns Hopkins conducts initial site visit for evaluation Potential Barriers: This timeline represents an aggressive implementation schedule. Full participation will be necessary by all members of the Steering Committee. Interdisciplinary Councils and various working groups in order to accomplish the commitments of this proposal. A selection process will include time commitments as a key consideration, along with skills and experience for the specific assignment. Additionally, this project includes various professional services contracts. Consortium members have already received overtures and proposals for aspects of the work but have made no commitments. The Steering Committee will conduct an RFP process and award contracts in a transparent way based on agreed upon criteria. All contracts and key appointments will be approved by the Reynoldsburg Board of Education, as the fiscal agent, in a public meeting, following all usual procurement laws and policies.

Implement (MM/DD/YYYY): 02/01/2014 - 06/30/2014

##### \* Narrative explanation

Project Management 1. Weekly meetings of Steering Committee with technical support from project management service provider. Reports from Fiscal Management Team, Interdisciplinary Councils, Logistics Committee 2. Contract with transportation and logistics service provider to assist consortium members in creating transportation plans, dual enrollment agreements 3. Transportation plans and shared services agreement plans due in May and finalized by Steering Committee. Engagement/Training 1. One-day workshop for Interdisciplinary Councils designed and led by JFF. 2. Redesign of CSCC workforce development curriculum for high school students. 3. Surveys, focus groups conducted to inform common career materials. 4. Common career materials finalized; multimedia project finalized for production and distribution of materials. 5. Forum conducted to train key stakeholders for each community in use of common career materials. Example Pathways 1. Framework for each pathway program defines credentials, college credit, high school credit available. 2. Identify existing college courses to convert to blended delivery; identify other digital content needed for each pathway. 3. Identify sites for each pathway program. 4. Assess lab and broadband needs; finalize plan for infrastructure and equipment selection, installation. 5. Finalize course and content selections for each pathway. 6. Design work-based learning experiences aligned with pathway curriculum. Incorporate methods for assessing student competencies in both formal classroom settings and work-based settings. 7. Place 30 teachers in externships at pathways-related businesses. Finalize arrangements with externships to be served in June. 8. Team of 16 representing four pathways programs, consortium members, partners attend PtOP convening in Boston. 9. Teams of 10 from each Interdisciplinary Council visit model schools in other network states. 10. Students visit various work sites as a recruitment tool for new pathways programs 11. Students enroll in pathways programs for 2014-15 school year. Scholarships awarded. 12. Lab equipment, broadband infrastructure improvements installed at lab sites. Benchmarks 1. Monthly implementation progress reported by Steering Committee; disseminated to all consortia superintendents and boards of education

Summative evaluation (MM/DD/YYYY): 07/01/2014 - 09/30/2014

##### \* Narrative explanation

Project Management 1. Four meetings of Steering Committee with technical support from project management service provider. Reports from Fiscal Management Team, Interdisciplinary Councils, Logistics Committee. 2. All required reports filed with Ohio Department of Education 3. All encumbered funds spent Engagement/Training 1. Statewide conference to disseminate common career materials, pathways strategies and build capacity for expansion, replication and creation of new pathways. Example Pathways 1. Launch example programs in August 2014 Benchmarks 1. Progress report completed to reflect grant promises. Schedule finalized for follow up assessments at end of each successive school year to measure impact of PtOP initiative in context with the Compact goals. 2. Final implementation progress reported by Steering Committee; disseminated to all consortia superintendents and boards of education 3. Summative implementation evaluation completed. Annual progress measurement reports on outcomes will be updated for the next five years.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The PtOP initiative incorporates three critical shifts in Ohio education. The first is in the organization of resources to support student attainment of economically viable credentials concurrent with high school graduation. Accelerating students toward postsecondary credentials will require a transformative approach to integrating high school requirements, career technical training, college coursework and work-based learning. RCSD, Licking Heights and Columbus have experience with early college approaches, and dual enrollment opportunities are becoming more prevalent within the other consortium districts. Likewise, the Columbus and South-Western districts provide exemplary career technical programs in which students achieve high school requirements and industry certification, often with articulated college credit. Few Ohio schools, however, are combining these opportunities well into a broad array of competency-based programs with dual-credit coursework, technical training and on-the-job experience aligned to students' career interests and the community's economic development needs. Interdisciplinary Councils of stakeholders from education, industry and the community (including students and parents) will guide each industry pathway in partnership with multiple entities. This shift away from insular programming that exists only within a school, district, college or other organization means the programs are positioned to be responsive to changes in the landscape, including industry needs, educational requirements and student demand. They are dependent on the commitment of multiple organizations, but beholden to none. The second shift is cultural, aligning broad perceptions of career technical training to Ohio's economic realities. With few exceptions (such as Project Lead the Way programs and STEM initiatives), career technical education serves relatively high performing students who are certain about their career goals and typically do not intend to pursue a four-year degree program. Students and their families often see career technical education and college preparatory education as separate and exclusive. In Central Ohio, this is complicated by the fact that not enough programs exist to serve the students who choose them. Meanwhile, Complete College America estimates that a larger share of available jobs in the next decade will require technical skills and credentials than either the share of jobs with no entry requirements or the share of jobs that require bachelor's degrees. To improve the community's understanding of the relevance of career technical education, as well as the capacity to deliver such training as a component of high school completion and college preparation, this initiative will mobilize stakeholders across the region to develop common ways of communicating about career preparation and to receive training to become ambassadors in their communities. Outreach materials will be developed and a modest but effective media campaign will follow. In addition to changing the perspective of students, parents and educators, this campaign will activate local businesses to participate in the education of students by helping to align curriculum, providing effective work-based experiences and validating competencies acquired by participating students. The third shift is in instructional delivery. To allow efficient and effective courses and experiences that lead to postsecondary credentials, each program will blend content and instruction from teachers, experts, digital sources, and the work place. Student progression through each pathway will be based on competencies demonstrated and verified by multiple providers, all coordinated and authenticated by teachers but not necessarily delivered by them. This approach expands the ability of each teacher to leverage a variety of instructional approaches, content and experiences based on the needs and interests of each individual child.

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

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.

The rationale and cumulative research supporting the PtoP initiative is well described in the February 2011 report "Pathways to Prosperity Project: Meeting the Challenge of Preparing Young Americans for the 21st Century" published by HGSE. The report cites extensive evidence that the U.S. education system has not kept up with its prior successes in meeting the needs of the economy and in preparing young people for viable work that enables them to have a middle class quality of life. The HGSE report is not the first to point out a growing skills gap among young adults as well as a dramatic decline in the employment of young adults, which is now at its lowest level since World War II, according to the 2010 report of Northeastern's Center for Labor Market Studies "Vanishing Work Among U.S. Teens 2000-10: What a difference a decade makes." Other sources include The Forgotten Half Revisited from the 1998 Youth Policy Forum and the National Academies study Rising Above the Gathering Storm. The HGSE report illustrates the skills gap by pointing out that 40 years ago 72 percent of the nation's workforce held a high school diploma or less, but that by 2007 just 41 percent of workers did. During the same period, the workforce had grown by 63 million jobs but the number of jobs held by adults without postsecondary credentials actually shrank by 2 million. Nearly all of the new jobs required some postsecondary education. These reports reinforce the Lumina Foundation's projections that 60 percent of jobs will require a postsecondary credential by 2020. The Central Ohio Compact draws on local data that are no more promising than the national figures. Between 2008 and 2018, more than 153,000 new jobs in Ohio will require postsecondary education, but there will be just 29,000 new jobs for high school graduates and dropouts. Another 967,000 jobs for workers with postsecondary credentials will become available due to retirements. Meanwhile, most students in Central Ohio are lost along the way from high school to a college degree. In 2004, 17,000 Central Ohio students began 9th grade. Of that cohort, only 12,300 graduated from high school and only 5,066 entered a public college or university. More than 40 percent of the latter group needed remediation. The Compact outlines a framework for action that includes improving curricular alignment from middle school to higher education, more opportunities to accelerate learning, eliminating the need for postsecondary remediation, guaranteeing pathways to associate degrees and bachelor's degrees, strengthening career-technical programs and aligning learning outcomes with the workplace. The PtoP initiative addresses each of those priorities. The HGSE report describes successful apprenticeship and school-based vocational training models in European countries and concludes that the U.S. system places too much emphasis on a single pathway to success: completion of a four-year degree. HGSE and others suggest expanding the options for high school students to begin relevant courses of study and work that directly prepare them to embark on a meaningful career while improving their options for continued academic preparation immediately after high school or later in life. The report points out several examples in U.S. schools with promising results. Project Lead the Way, now in 3,500 high schools, provides a "Pathways to Engineering" curriculum; 80 percent of students who complete it say they will study engineering, technology or computer science in college, and their retention rate in these courses is higher than students who did not complete PLTW. High schools that combine career tech curriculum, career exploration and work-based learning produced graduates who earned 11 percent more than a control group eight years after graduation, according to the University of California at Berkeley's 2010 study "Career Academies: A Proven Strategy to Prepare High School Students for College and Career."

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

Yes

No

22. If so, how?

This proposal is designed to create a model for schools across the state, laying the groundwork and solving the known challenges of a statewide implementation of the PtoP initiative. Membership in the PtoP Network is statewide. Through the early work of the network, JFF has identified four levers for regional and state implementation of the strategies. JFF and the PtoP Network will support Ohio's development of: 1) A career information and advising system that exposes students as early as middle and elementary school to a wide range of career information using a common framework and materials so that students and families receive consistent, accurate information. The central Ohio consortium will invest in the development and dissemination of these tools as part of this project. 2) Intermediaries to serve as conveners, brokers and technical assistance providers to schools and employers engaged in building and sustaining pathways. There are several examples in other states of ways to organize intermediaries, including leveraging existing entities like Private Industry Councils or Chambers of Commerce. The preliminary approach in Central Ohio will be to designate Interdisciplinary Councils for each model pathway and avoid situating the effort in any one organization, at least until the region's strengths and weaknesses are better understood in the context of pathways implementation. To support the work of this project and give structure and oversight to the Interdisciplinary Councils, the participating entities will be represented on a Steering Committee with responsibilities for delivering on the commitments in this proposal. Project management assistance will be provided by an outside agency through a short-term contract. 3) Enabling state policies. Consortium members are well aware of Ohio's strong career technical, dual enrollment, PSEO, Flex Credit and Innovation Zone policies, as well as policies defining blended and online learning. Consortium members are already influencing state policy in a variety of contexts: for example, CSCC is currently sharing a key administrator from Workforce Development with the Ohio Board of Regents. The most apparent challenges to be solved are related to state funding policies, approaches to keep transportation costs down while providing equitable access to programs to all children, policies that allow the greatest access to college coursework, and practices that capture student acquisition of knowledge and skills in nontraditional settings allowing competency-based progression. The consortium's Steering and Logistics committees, with support from JFF and additional experts as needed, will tackle these issues in the new context of pathways implementation. Recommendations and feedback will be provided to state agencies, the legislature and the governor's office as appropriate to enable broad adoption of successful strategies. 4) Employer engagement practices. In the development of each of the four pathway models, the consortium will fully engage both industry organizations and individual businesses to solve industry-specific concerns about underage students in work-based learning situations. Consortium members already have experience placing student interns in advanced manufacturing, health care, logistics and IT settings. Collecting and sharing procedures to ensure safety of students and protection of business interests in each field will be important to replication of these programs. Additionally, the outreach materials developed will assist in helping business leaders connect these programs to their future financial success. The long-term success of this initiative depends on business leaders recognizing the strategies as supportive of their core missions rather than as community outreach or philanthropy.

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

The impact on student performance will be evident by students who are able to graduate from high school with recognized postsecondary credentials. Ohio has put a stake in the ground with its new accountability system that holds K-12 systems directly responsible for ensuring students earn these credentials, including both industry-recognized certificates and college credit through PSEO, dual credit and Advanced Placement programs. The PtoP initiative will improve outcomes on the measure for participating schools while increasing the number of students overall who graduate ready for what comes next. The initiative is targeting 1,200 students by spring 2015, and anticipates doubling that number through expansion and replication of pathways by 2016 and again by 2017. The PtoP initiative in Ohio will create financial value across sectors. A strategic principal of the Compact is to "make college more affordable for students, families, and communities by developing and executing programs and practices that reduce costs without sacrificing quality and accessibility, facilitate earlier completion of a degree or certificate program, eliminate redundancy, and promote the use of shared services." The Compact cites the most recent survey of college pricing by the College Board, which reported that a "moderate" college budget for an in-state public four-year college or university for the 2011-12 academic year averaged \$21,447. That figure includes tuition and fees, as well as other expenses associated with going to college, such as housing, meals, books and school supplies. For a growing number of students and families, the Compact contends, costs like these are alarming, if not prohibitive. The PtoP initiative will improve affordability for students, families and taxpayers by supporting the strategic actions of the Compact, including expanding opportunities for students to earn college credits while still in high school, which will allow colleges and universities to serve more students more efficiently; promoting greater understanding and use of Ohio's 2+2 and 3+1 pathways from the associate degree to the bachelor's degree which allow students to begin on one (less expensive) campus and then transfer to another (more specialized campus) with guaranteed credit transfer; expanding distance learning opportunities; making greater use of shared services, including facilities, technology and staff; and leveraging all assets, including facilities, personnel and technology, to create an integrated learning system. In order to achieve the projected outcomes for cost savings and student achievement, the project is designed for continuation beyond the grant period. The specific pathways programs will be sustainable with little adjustment in district budgets (see financial impact tables), while the bulk of spending in the project is for one-time expenses that build considerable capacity for future implementation. The problem-solving approach of the project will create avenues for reorganizing resources to support the long-term replication and expansion of pathways programs. As the initiative is brought to scale, it will generate cost-savings that can be redirected to start-up and implementation costs of new programs.

24. What are the specific benchmarks related to the fund 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.

The Compact identifies data that must be measured to assess progress toward its goal that 60 percent of the region's adults will have postsecondary certificates or degrees by 2025. Among the outcomes to be measured are: 1) Percentage of students who graduate from high school in four years 2) Performance of high school students on assessments designed to measure college and career readiness, including PARCC (Partnership for Assessments of Readiness of College and Careers) 3) Percentage of high school students who have earned college credit before graduation, e.g., Advanced Placement (AP), International Baccalaureate (IB), Postsecondary Enrollment Options (PSEO) or dual enrollment courses 4) Percentage of high school students who enroll in a postsecondary program immediately after graduation 5) Percentage of postsecondary students who must enroll in remedial courses 6) Percentage of postsecondary enrollees who complete degree or certificate programs, or who transfer to the next level 7) Number of adults ages 25 to 64 who enroll in a postsecondary program, including courses at adult career-technical centers 8) Number of 25- to 64-year-old Central Ohioans who have a postsecondary degree or certificate. Additionally, the Compact members are committed to disaggregated data analysis and monitoring economic impact. In measuring performance gaps among groups of students and adults, particular attention will be paid to first-generation college students, students of color and low-income students, as well as gender and age differences. The Compact specifies a logic model related to the economic impact for students and families and for taxpayers. It asserts that strategies for reducing/eliminating postsecondary remedial work will allow students and their families to focus their resources on college-level coursework leading to a credential, that acceleration mechanisms will allow students to earn college credit at a substantial savings while still in high school, and that 2+2 and 3+1 agreements will allow students to take advantage of low community college tuition rates on their way to a four-year degree. For taxpayers, the Compact strategies are designed to achieve strategic cost savings and cost-sharing opportunities among partnering entities. For example, CSCC and RCSD are already sharing facilities and staff, while CSCC and Gahanna are sharing a campus. What are needed are annual targets for each data set, as well as targets for economic impact to measure the efficacy of the logic model and identified strategies. This critical work is proposed as part of this project, so that consortium members and the broader Central Ohio Compact entities can effectively monitor the progress of the collective strategies outlined in the Compact, including the PtoP initiative. Battelle for Kids will develop those benchmarks beginning in January. The benchmarks will be completed and ready for approval by the Compact members by the April convening and the specific benchmarks applicable to the PtoP initiative will be isolated for use in this project evaluation and ongoing progress monitoring over the next five years. The program evaluation will be completed by the Johns Hopkins University School of Education and will have two phases: the first will measure implementation of the grant proposal and be completed by September 2014, and the second will measure the progress over the next five years in relation to the benchmarks for student performance and economic impact established by Battelle for Kids.

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).

\* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

The consortium is committed to a rigorous program of research and evaluation in order to produce key information about the emerging model and how it relates to student outcomes and economic impact. A systematic research process will be conducted and will employ an internal team who will work with Johns Hopkins researchers on the program evaluations. The evaluations will use qualitative, quantitative and mixed-methods data collection and analysis. The evaluations will be focused on the degree to which the model is supporting student achievement and cost-effectiveness. This will require that researchers consider how the PtoP model is: 1) Aligning with college- and career-ready standards or college and career-ready graduation requirements; 2) Accelerating student achievement and deepening student learning by meeting the academic needs of each student; 3) Increasing the effectiveness of educators and expanding student access to the most effective educators; 4) Decreasing achievement gaps across student groups; 5) Increasing the rates at which students graduate from high school prepared for college and careers. Additionally, the research evaluation will consider the impact of the model as it relates to creating the conditions for sustainability and expansion across the state, including how the model is: 1) Engaging community partners 2) Leveraging technology and work-based experiences to deepen learning 3) Leveraging technology to improve teaching 4) Leveraging technology and community partners to increase efficiency or productivity 5) Helping to build community-wide support for student achievement Methods for Evaluation With these over-arching questions, third-party research and evaluation of the model will require an approach that

is formative in nature and culminates at the end of five years with a summative evaluation that combines longitudinal data and addresses future program needs. The evaluation will employ a variety of qualitative, quantitative and mixed methods research. Qualitative methods will include: (a) case studies of schools, classrooms and informal learning environments; (b) interviews with students, teachers, leaders, staff, parents, community partners; (c) field observations of classrooms, community partner informal learning; and (d) school focus groups with students, teachers, staff, parents, community partners. Quantitative methods will include: (a) surveys with students, teachers, leaders, staff, parents, community partners; (b) data analysis of student academic outcomes both internally and compared with traditional school counterparts from across the state and nation; (c) data analysis of student outcomes; (d) data analysis of community partner involvement; (E) data analysis of teacher and staff professional development program outcomes; (F) data analysis of specific performance measures; (G) data analysis of efficiencies/productivities; and, (H) data analysis of regional impact. Mixed methods research will employ a longitudinal evaluation to determine the overall impact of the model and will combine qualitative and quantitative data to help determine whether the model is able to create the outcomes outlined in the Central Ohio Compact. Deliverables A summative implementation evaluation will be provided at the end of the grant period. Ongoing formative evaluation will continue beyond the grant period and will conclude with a summative program evaluation at the end of five years. Confidentiality All data and reports generated will abide by national standards guiding the protection of personal information and will adhere to a strict policy of maintaining participant confidentiality. No data or results will be made available that could negatively impact study participants and data will remain on secure servers.

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 evaluation of the plan 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 evaluation of the Straight A Fund.

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

I Accept Tricia Moore, Director of Partnerships and Shared Services Reynoldsburg City Schools 10-25-2013