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Adjusted Allocation: 0.00
Remaining: -290,378.00
Eugene A. Novak, Executive VP, ACC has 5 consortia partners, 2 curriculum partners and XX committed business partners. Fran Broda, Store Manager, Nordstrom, Fed Tax ID/EIN: addresses goals Straight A Fund Goals labeled #1 student achievement and #3 resources to classroom. VIA project activities; liaison to organization, Irving Rosner, Partner, Dworken & Bernstein Co. L.P.A., Fed Tax ID/EIN: Andrew L. Meinhold, President, Lake National Bank, Fed Tax ID/EIN: Mr. Van McWreath, represents mining, outsourcing, banking, accounting, construction, legal, retail, manufacturing and information management are its main partners to pilot The VIA (Values in Action) "How You Get There" workforce development training curriculum. This grant application which focuses on workplace training, workplace experiences and job placement addresses goals Straight A Fund Goals labeled #1 student achievement and #3 resources to classroom. Consortium partners will refine and enrich the highly successful Project Love Believe to Achieve Program, to implement a dynamically engaging "Values in Action" curriculum that will appeal to demographic populations focusing on at-risk youth to also pilot to small group of mainstream K-12 seniors in geographically diverse areas of northeastern Ohio. Unique to this model, in addition to student workforce training, student teachers will interface with major employers in the community to learn character, values and soft skill training from future employers. The interaction between teachers and employers will add to the authentic witness and reinforcement of the Values in Action message and ultimately the teacher's testimony will integrate the curriculum into current academic programming and ensure long term sustainability within the school culture and achieving the benchmarks of careers and college readiness education.

237 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
First Name, last name of contact for lead applicant: Margaret T. Lynch Organizational name of lead applicant: Auban Vocational School District

5. Second applicant primary contact: - Provide the following information, if applicable:
First Name, last name of contact for secondary applicant: Dr. Jerome R. Brockway, Superintendant
Organizational name of secondary applicant: A (Tech) Auburn Vocational School District

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.

7. Partnership and consortium agreements and letters of support: - (Click on the link below to upload necessary documents).

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.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

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

10. Why was the project chosen for ACE? - (Check all that apply)

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.

3. General description of project and alignment with Outcomes

4. Overall description of project and alignment with Outcomes

5. A short description of the problem, need or opportunity that the project addresses.

6. List all Students Impacted:

7. Total Students Impacted:

8. Application Number (499)
Rubric Item 3: Bold/Innovative Solutions that advance STRIVE's Goals Consistently, community employers report that while soft skills and attributes of character and values are critically important to place successfully, they significantly lack employees who possess these. The curriculum shift to Ohio's New Learning Standards is challenging teachers to incorporate "soft skills," 21st century skills and workforce/college readiness skills into the teaching of academic content. This type of curriculum delivery will demand a change in how teachers view instruction and the role of learners. At-risk youth pose additional challenges. Together, consortium members will a) refine/enhance Project Lead's Volunteer to Achieve program, to deepen its alignment with Ohio Learning Standards and 21st century College/Career Readiness standards and b) pilot the new curriculum with 235 at-risk youth. The Project's goal is to significantly increase student achievement. The Consortium will also significantly increase a great deal of resources to share in schools partners in building this instruction within current high school courses instead of adding additional staffing or requirements on current teacher workloads. How does the program articulate innovative project? The current format of the Believe to Achieve program is primarily a healthy youth development initiative which includes some employability skills training. By working together, the Consortium will refine/enhance the program. The pilot will provide a high quality, replicable, workplace readiness curriculum which can be integrated within current high school courses by teachers. This curriculum, portions of it, or strategies/projects within it, can also be replicable/incorporated in a number of high school courses and/or career and technical programming. The goal is to provide as many students as possible with rigorous instruction in attributes of character, values, grit and perseverance, a) workforce/college readiness skills & b) real world experiences with community employers. Classroom Pilot & Collaborative Professional Learning: During spring 2014, each consortium district/program will pilot a class in 1 or more classrooms with 10-25 students. VIA-WD staff will take classes on 3/7 field experiences at local employers. A crucial aspect of this project is the collaboration which will take place throughout. VIA-WD staff will facilitate the curriculum while the district teacher observes & provides feedback. Together, they will make refinements to the instruction, aligning it more effectively to classroom/student needs. While students are on field experiences, teachers will participate in externships to learn what it takes to succeed in different workplace environments. Students, teachers, and VIA-WD staff will debrief, sharing each other's perspectives and "take aways". In Summer 2014, teachers will attend a 2 day Train/Trainer workshop earning official credentials to become VIA-WD Program-Facilitators. Employer Partnership Development: One of VIA Foundation's, long term responsibilities is employer partnership development. They have engaged 10 employers to provide one or more of the following services: guest speakers, field trips hosts, student shadowing, student internships, teacher externships and support program development/expansion. VIA Foundation will add a part time Employer Partnership Development Coordinator with corporate executive background to recruit new businesses to make long term financial commitments. Post-grant, VIA Foundation will assume all costs for maintaining this critical position research/Reporting/Grant Writing. Collaboration with the LIving Learning Communities and Lake counties. To do so, outcomes must be measured & a replication plan created to ensure long term sustainability. AGC will contract with Dr. Douglas Clay as an external program evaluator. Dr. Clay will evaluate the Program and provide formative feedback to the program leaders.

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

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 Airtight 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.

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

290,378.94 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, RIT money, foundation donations and how the project fits into the overall strategic plan). Include a detailed description of items included in the budget (i.e., staff counts and salary/benefits, equipment to be purchased and cost, etc.).

Overall Project Management (5.5 FTE/135 days @ $388.89/day = $53,900) Include in budget are 3 days per week for 5 months at $12,000 + $1,000 for travel. Coordinator with corporate executive background to recruit new businesses to make long term financial commitments. Post-grant, VIA Foundation will assume all costs for maintaining this critical position research/Reporting/Grant Writing. Collaboration with the LIving Learning Communities and Lake counties. To do so, outcomes must be measured & a replication plan created to ensure long term sustainability.

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 Airtight 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.

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

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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.

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.

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

**Total New/recurring Costs: $5500 per year** The project has been designed as a research and development project which will have minimal recurring costs for district partners. The only recurring costs are those directly related to the project. Rubric Item 9: Significant, important Milestones implementation Milestones: Summer training to certify teachers to implement curriculum in future. Rubric Item 9: Realistic barriers/ reasonable solutions Barrier: Concern that there won’t be enough employers to ensure every student has a job to go to. Solution: A partnership with a local company to ensure business of at least 100 students will participate. Rubric Item 10: Strong plan for implementing, coordinating, communicating project activities & events. Project Directors will contact all stakeholders to ensure that the project is implemented as planned. Rubric Item 10: Strong plan for coordinating, communicating project activities & events. Project Directors will contact all stakeholders to ensure that the project is implemented as planned.

D) IMPLEMENTATION - schedule, 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 for proactively mitigate those 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 project was developed.

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

* Proposal Timeline Dates

Plan (M/DD/YYYY): 2/28/2014

**Narrative explanation**

Rubric Item 8. Significant, important Milestones Implementation Milestones: Monthly Project Management: Project Directors coordinate with partners/school staff; review/review budget, monitor progress; implement communication plans; consortium board project updates; key partner meetings to review/review curriculum based upon formative evaluation results; replication planning. Mar: implement curriculum, student field experience, formative assessments given to external evaluator/curriculum teams; recognition ceremonies for students and teachers; summer training to certify teachers to implement curriculum in future. Rubric Item 9. Realistic barriers/ reasonable solutions Barrier: Concern that there won’t be enough employers to ensure every student has a job to go to. Solution: A partnership with a local company to ensure business of at least 100 students will participate. Rubric Item 10: Strong plan for implementing, coordinating, communicating project activities & events. Project Directors will contact all stakeholders to ensure that the project is implemented as planned. Rubric Item 10: Strong plan for coordinating, communicating project activities & events. Project Directors will contact all stakeholders to ensure that the project is implemented as planned.

Summative evaluation (M/DD/YYYY): 9/30/2014

**Narrative explanation**

Rubric Item 8. Significant, important Milestones Implementation Milestones: Monthly Project Management: Project Directors coordinate with partners/school staff; review/review budget, monitor progress; implement communication plans; consortium board project updates; key partner meetings to review/review curriculum based upon formative evaluation results; replication planning. June: implement curriculum, student field experience, formative assessments given to external evaluator/curriculum teams; recognition ceremonies for students and teachers; summer training to certify teachers to implement curriculum in future. Rubric Item 9. Realistic barriers/ reasonable solutions Barrier: Concern that there won’t be enough employers to ensure every student has a job to go to. Solution: A partnership with a local company to ensure business of at least 100 students will participate. Rubric Item 10: Strong plan for implementing, coordinating, communicating project activities & events. Project Directors will contact all stakeholders to ensure that the project is implemented as planned. Rubric Item 10: Strong plan for coordinating, communicating project activities & events. Project Directors will contact all stakeholders to ensure that the project is implemented as planned. Rubric Item 10: Strong plan for coordinating, communicating project activities & events. Project Directors will contact all stakeholders to ensure that the project is implemented as planned. Rubric Item 10: Strong plan for coordinating, communicating project activities & events. Project Directors will contact all stakeholders to ensure that the project is implemented as planned. Rubric Item 10: Strong plan for coordinating, communicating project activities & events. Project Directors will contact all stakeholders to ensure that the project is implemented as planned.
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

Teachers participating in the VIA-WD will more effectively integrate what employers describe as "soft skills" into daily instruction and classroom assignments. This will require teachers to eliminate the "front of the classroom" approach and in turn encourage student collaboration, discussion, presentation of ideas and consider differing points of view.

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.

Rubric Item 13: How strong is underlying rationale, theoretical model and/or research being initiated. Project Love has a proven track record of changing student attitudes and behavior. An evaluation of exit data was conducted of Project Love programming at three Cleveland Metropolitan School District buildings during the 2005-2006 school year. The analysis revealed positive results for all three schools. This model for the 21st century has been widely accepted and supported by teachers, parents, students and business leaders. Project Love has demonstrated effectiveness by continuing to provide a high quality curriculum that is aligned to common core and state standards. The results will be encouraged by students and in the classroom. The effectiveness of the program will measure the degree to which the curriculums were implemented, measuring the number of students impacted, and then connect the training to successful job placements, and ultimately to graduation rates.

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

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

Yes

22. If so, how?

VIA Foundation will continue raising funds (local, state and national) to business partners. Teachers, will participate in a 2 day Train/Trainer workshop where they will receive official credentials from VIA Foundation as VIA WD Facilitators. WD will provide employers with employees who demonstrate grit and the values needed for successful employability. Lastly, VIA-WD will provide teachers and districts with curriculum and teaching skills to align employer needs with P-16 education.

Rubric Item 14: Project become model so other schools can take advantage of learning from project[1] This project is designed as a research and development project which will ultimately be replicated in other districts. Once the curriculum is finalized and the external evaluator conducts program outcome research, partners will be able to share the curriculum with other schools. As part of the Replication planning activities VIA Foundation, GCEF & ACC will develop a Memorandum of Understanding which details how the curriculum will be marketed beyond the region and how proceeds will be used to sustain/expand the curriculum within the National Plan. Specifically, the curriculum is designed to be integrated within current courses of study rather than to supplant student learning. The Curriculum Team will identify opportunities within a variety of high school curriculums where the curriculum can be used to address curricular objectives. As districts adopt the new generation learning standards, implementing project based learning, thematic units of study coming from student interests, blended learning, and flexible pathways for college and career preparation, VIA-WD curriculum will provide a strong foundation to help at-risk students move forward and succeed. VIA-WD curriculum and its approach to the career readiness skills that will be utilized by a teacher to do in their classroom. This approach also minimizes instructional costs for the program. Depending upon how a school uses the curriculum, it could be a cost neutral program with only periodic training and material purchases required.

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

Interviews with stakeholders indicate that in addition to soft skills, values such as honesty, integrity, adopting a corporate ownership for a company's success may be more important to employers than technical skills. These criteria are needed for immediate hiring and will continue to be desired in employees in the future. In February of 2013, The U.S. Department of Education, published a report: Promoting Grit, Tenacity and Perseverance - Critical Factors for Success in the 21st Century. In this report, elements from 50 model programs successfully creating learning environments that promote grit & perseverance. The report emphasizes the "importance of identifying students' motivation and academic performance in order to enhance course success and academic outcomes in settings that do not typically include formal educational systems that do not typically include formal assessments and grading systems that provide feedback on students' progress. The evaluation is based on the premise that student attitudes and behaviors can be changed, that change can be measured, and that along with other changes, will result in improved student internship experiences and improved student outcomes and achievement.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in 5 years? Include any other anticipated outcomes of the project that you hope to achieve that needed to be successfully accomplished after graduation.

The values in Action Workforce Development (VIA-WD) initiative aims to increase graduation rates as well as college and career readiness ratings on local report cards for participating school districts. The initiative will impact approximately 25,000 students. The logic model behind the project aims at improving student behaviors in an effort to improve job placements, leading to increased motivation and improved student outcomes measured by graduation rates. The short term objectives focus on implementation of the curriculum into the schools and will be measured and reported by the end of the first year. 2. Pre and post performance measurements on student reading including collaboration, positivity, leadership, grit/perseverance, patience and self awareness will reflect increases in participating students' employability skills. 3. Successfully maintain an interactive collaboration between employers and educators focused on sharing data and feedback on the measurement tools being developed for the initiative. 4. Number of students completing successful internships with local businesses will be the measure of the success of the initiative. 5. Students will be assessed after the grant period and measure the degree to which successful implementation of the project has created real and led to sustainable change. 1. Students will successfully gain full-time employment and/or use knowledge gained to access higher education in a specific career field. 2. Provide a smooth transition from the world of education into the field of employment and/or higher education. 3. The program will increase the graduation rate of the at risk student population targeted for this program. 4. Provide students and skills to align employer needs with local businesses. The VIA-WD curriculum and its approach to the career readiness skills that will be utilized by a teacher will do in their classroom. This approach also minimizes instructional costs for the program. Depending upon how a school uses the curriculum, it could be a cost neutral program with only periodic training and material purchases required.

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

* Include the method by which progression 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.
Engagement of at-risk youth and their teachers with major employers? Successful integration of the VIA curriculum into current academic programming? Development of curriculum from 6 hour program into 28 hour curricula? Workforce/college readiness student survey? Real world experience with employers (e.g. Simulations: employers give "problem" to students) in the classroom of real workplace situations and problems to find solutions? # of pilot classrooms? # of teachers recruited for training? # of teacher externships? # of businesses participating? Student outcomes? Assessment of understanding of concepts taught? Student Interviews (practice and real) evaluated by a rubric? Student are taught key elements to a successful interview (or presentation)? (verbal, non-verbal skills)? Students ability to "size up" what environment they are in? Students ability to respond to different environments and personal styles of others? Teacher Outcomes - Instructional shifts These elements, and others derived from meetings with stakeholders will be integrated into a Program Monitoring Tool which will categorize measures as inputs, implementation actions, results, and outcomes. This tool will inform participating entities on the progress and effectiveness of the grant activities during the period of the award and be used to inform the summative evaluation of the grant activities.

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.