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Adjusted Allocation: 0.00
Remaining: -166,490.00
Application
Bowling Green City School District (043638) - Wood County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (301)

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: Career Ready - Alternative Learning Pathway

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.

Bowling Green City Schools (BGCS) in partnership with Bowling Green State University (BGSU) propose the development of the Alternate Learning Pathway (ALP) to meet the needs of students who are selecting to opt out of the new graduation standards. It will enable our district to devise hands on learning opportunities, focusing on English and mathematics skills that will be necessary to prepare our students to be productive, employed members of our community following graduation. The ALP will utilize two innovative methods to support student learning: 1) Blended Learning, and 2) Career Ready Preparation and will address the following goals: * Provide professional development on blended learning methods to targeted BL teachers; * Create three BL courses: English 11, English 12, Algebra II; * Establish career ready partnerships with area employers; * Develop guidelines for Work Study Mentorship Program; * Create evaluation and analysis procedures for the ALP.

3. 30. Total Students Impacted:

4. Lead applicant primary contact - Provide the following information:
First Name, Last Name of contact for lead applicant: Todd Kramer
Organizational name of lead applicant: Bowling Green City Schools
Unique Identifier (RNN/Fed Tax ID): 043638
Address of lead applicant: 137 Clough Street, Bowling Green Ohio, 43402
Phone Number of lead applicant: 419-352-3576
Email Address of lead applicant: tkramer@bgcs.k12.oh.us

5. Secondary applicant contact - Provide the following information, if applicable:
First Name, Last Name of contact for secondary applicant: Ann McVey
Organizational name of secondary applicant: Bowling Green City Schools
Unique Identifier (RNN/Fed Tax ID): 043638
Address of secondary applicant: 137 Clough Street, Bowling Green Ohio, 43402
Phone number of secondary applicant: 419-352-3576
Email address of secondary applicant: amcvey@bgcs.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 (RNN/Fed Tax ID), Address, Phone Number, First Name, Last Name of Contact for All Secondary Applicants in the box below.

Jue Clark and Sue Canton, Bowling Green Economic Development, 121 East Wooster Street, Bowling Green, OH 43402, 419-353-3591, sclark@bowlinggreen-oh.com, sc canton@bowlinggreen-oh.com  
Rachel Reinhart, Bowling Green State University, Bowling Green University, 1001 East Wooster St, Bowling Green, OH 43403, (419) 372-2531, rvanna@bgsu.edu

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.

Upload Grant Application Attachment.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.

This diverse team will consist of individuals from a variety of settings including secondary education, business and industry and higher education. Bowling Green City Schools, who will serve as the lead on this project has extensive experience in leading grant projects. The district engages in grants with the State of Ohio’s funding process as well as grants with local industry. These grants typically exceed 2.5 million per year. Partnering with Bowling Green City Schools will be Bowling Green State University and Bowling Green Economic Development. Bowling Green State University, a public university located in Bowling Green Ohio will provide high quality professional development as well as assistance in measuring the impact of the grant on both the students as well as the staff. Bowling green State University has engaged in such grants in the past and is prepared to provide the assistance outlined in this grant proposal. Bowling Green City Schools will also partner with Bowling Green Economic Development and through this partnership engage in relationships with individual corporations. The Economic Development also has extensive grant experience ranging from alternative fuels to energy production and use just to name a few. As you can see this grant engages multiple partners and forms partnerships that do not currently exist with area business and industry. BGSU will provide expertise in two areas: 1) the development and implementation of professional development modules on Blended Learning, and 2) the evaluation of the project. Dr. Savilla Banister will lead the development and implementation of BL modules. Dr. Banister is the Director of the Center of Excellence for 21st Century Educator Preparation and a Professor of Classroom Technology. She has received numerous grants in supporting technology integration in K-16 education. Dr. Rachel Vannatta Reinhart will lead the project evaluation. She is currently the Co-Director of the Center of Assessment and Evaluation Services (CAES) and a Professor of Assessment, Research, and Statistics. Her research and evaluation activities focus on the measurement of technology use and attributes among teachers and students. She has received external grant funding of nearly $2 million to support technology integration. CAES will also utilize the talents of other faculty and staff to conduct the evaluation activities.

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.

This grant will allow for Bowling Green City Schools (BGCS) to engage in the exploration and implementation of an Alternative Learning Pathway (ALP) to meet the needs of students who are selecting to opt out of the new graduation standards but yet do not have a formal internship or specifically tailored academic path customized to meet their needs. It will enable our district to devise hands on learning opportunities, focusing on English and mathematics skills that will be necessary to prepare our students to be productive, employed members of our community following graduation. The ALP will utilize two innovative methods to support student learning: 1) Blended Learning (BL), and 2) Career Ready Preparation. By providing this alternate academic path to graduation, coupled with an internship that will be completed with one of our area business partners, students will have formed a relationship with a potential employer and be ready to transition to employment following graduation. This grant will couple academic preparation with real world life work experience and potentially secure employment following graduation. Bowling Green City Schools, similar to many other high schools has a learning progression that students follow in respect to their mathematics and English coursework. This grant will allow students, following the completion of the 10th grade curriculum to enroll in the “ALP” program. Specifically, the project will support the development and implementation of three BL courses: English 11, English 12, and Algebra II. This environment will consist of face to face and online lessons as well as online interactions to support the learning of our students. Students will also be required to meet individually with instructional staff to ensure all students are progressing and to give students...
individualized instruction. As part of this innovative program, institutional staff will also offer individual tutoring sessions at satellite teaching locations throughout the community during late evening hours. These sessions will also be available to current employees of the participating partners as we work in conjunction with area business to not only contribute career ready graduates but also to enhance the learning experience of our students. The Alternate Learning Pathway classes will not only cover ODE's New Learning Standards, but will also focus on critical employability skills identified by business as critical to being successful in their work environments. Students participating in this program will be administered an assessment designed to measure soft skills and attributes such as being a productive member of a team, being on time and the ability follow directions. Any areas of weakness will be addressed through direct instruction while in the school setting and mentoring while they are at the workplace setting. Utilization of greater amount of resources in the classroom II is a known fact that students who under perform in the classroom typically have other consequences that accompany critical development. Many students who fall into this category often are absent from school, subject to frequent discipline which can result in exclusion and distract others from achieving their full potential by creating an atmosphere of a non learning environment. The grant will cover the cost of equipment which will be used for a duration of at least 5 years and the content management system will also be paid for to ensure that there are not ongoing costs associated with this grant. The same is true for the partnerships formed with area businesses. This grant does not contain any reoccurring / new costs, and it will be self sustaining for several reasons. The grant will provide satellite learning locations. Project Administration - These funds will be used to create and analyze the data that will need to be collected as a result of the grant. These assessments include a pre and post assessments of staff to measure the impact of the professional development that will be provided to enable them to be effective instructors in a blended learning environment. The second assessment that will be provided by BGUS will be focusing on measuring the academic skills needed to be successful in obtaining employment with any one of our business partners. This assessment will be developed in consultation with our business partners and current employment environment. The last assessment that will be devised will focus on soft skills work ethic and the ability to be a team player BGSU Professional Development - BGSU will develop professional development modules designed to provide staff with the necessary skills and knowledge to be successful in the blended learning environment. These funds will be used to provide compensation to the staff who engage in developing blended learning courses for our students. Course Management System - these funds will be dedicated for the purchase of a blended learning platform that will be used as a basis for providing student in this program with a blended learning experience. Computers for Students and Staff - These funds will be used to purchase computers which will be used in this program. Due to a partnership with BGSU, the professional development modules that are created as an outcome of this grant will be available to our staff free of charge following the implementation of the grant. The grant will cover the cost of equipment which will be used for a duration of at least 5 years and the content management system will also be paid for to ensure that there are not ongoing costs associated with this grant. This grant does not contain any reoccurring / new costs, and it will be self sustaining for several reasons. In utilizing a train the trainer model and training several trainers, this will allow the district to continue implementation of this new alternative learning path well into the foreseeable future. The district will continue to provide staff as well as administration to oversee this project as part of our standard professional development program. The same is true for the partnerships formed with area businesses. This grant will provide satellite learning locations. Project Administration - These funds will be used to create and analyze the data that will need to be collected as a result of the grant. These assessments include a pre and post assessments of staff to measure the impact of the professional development that will be provided to enable them to be effective instructors in a blended learning environment. The second assessment that will be provided by BGUS will be focusing on measuring the academic skills needed to be successful in obtaining employment with any one of our business partners. This assessment will be developed in consultation with our business partners and current employment environment. The last assessment that will be devised will focus on soft skills work ethic and the ability to be a team player BGSU Professional Development - BGSU will develop professional development modules designed to provide staff with the necessary skills and knowledge to be successful in the blended learning environment. These funds will be used to provide compensation to the staff who engage in developing blended learning courses for our students. 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D) IMPLEMENTATION

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.

If there are any new/recurring costs, please explain why.

0.00  * Specific amount of new/recurring cost (annual cost after project is implemented)

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

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

Many of the students who participate in this program will continue this educational pathway during the time of the following individuals: Counselors, Administrators, Clerical. By engaging them in an alternative learning path progression, that is designed to be high interest and customized to meet their needs this will reduce the amount of time students enrolled in this program will spend in a non academic setting out of the classroom while at school.

Teacher instructional time is increased by the decrease in the need to find additional time which will be spent to ensure open lines of communication continue between all school district and our business partners. Therefore once the original cadre is made and the project begins running very few resources will be necessary to ensure it continues over time and that our students and our community will also have a direct impact for the 5 year forecast although it will have a significant impact on both our students and our community.

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

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

a. Enter a project budget

b. Upload the Spreadsheet 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.

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

113,500.00  * 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, RTT 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.).

The funds will be used in the following manner: BGUS Assessment Work - These funds will be used to create and analyze the data that will need to be collected as a result of the grant. These assessments include a pre and post assessments of staff to measure the impact of the professional development that will be provided to enable them to be effective instructors in a blended learning environment. The second assessment that will be provided by BGUS will be focusing on measuring the academic skills needed to be successful in obtaining employment with any one of our business partners. This assessment will be developed in consultation with our business partners and current employment environment. The last assessment that will be devised will focus on soft skills work ethic and the ability to be a team player BGSU Professional Development - BGSU will develop professional development modules designed to provide staff with the necessary skills and knowledge to be successful in the blended learning environment. These funds will be used to provide compensation to the staff who engage in developing blended learning courses for our students. Course Management System - these funds will be dedicated for the purchase of a blended learning platform that will be used as a basis for providing student in this program with a blended learning experience. Computers for Students and Staff - These funds will be used to purchase computers which will be used in this program. Due to a partnership with BGSU, the professional development modules that are created as an outcome of this grant will be available to our staff free of charge following the implementation of the grant. The grant will cover the cost of equipment which will be used for a duration of at least 5 years and the content management system will also be paid for to ensure that there are not ongoing costs associated with this grant.

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.

0.00  * Specific amount of new/recurring cost (annual cost after project is implemented)

Narrative explanation/rationale: Provide details on the costs of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Due to a partnership with BGSU, the professional development modules that are created as an outcome of this grant will be available to our staff free of charge following the implementation of the grant. The grant will cover the cost of equipment which will be used for a duration of at least 5 years and the content management system will also be paid for to ensure that there are not ongoing costs associated with this grant.

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

50,000.00  * 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.)

Due to a partnership with BGSU, the professional development modules that are created as an outcome of this grant will be available to our staff free of charge following the implementation of the grant. The grant will cover the cost of equipment which will be used for a duration of at least 5 years and the content management system will also be paid for to ensure that there are not ongoing costs associated with this grant.
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): 01/03/2014

* Narrative explanation

January 2014 - Begin work with Bowling Green State University to devise professional development sessions and measurement protocols to allow us to account for the impact of the grant - Identify students to participate in grant - Explore content management systems - Meet with business partners to outline grant specifics and obligations February 2014 - Identify staff members to participate in grant - Hold parent meetings to share new learning progression plan and answer questions - Arrange for satellite locations - This work will focus on laying the groundwork for the tasks that need to be completed in the following four months. Our grant team which consists of the High School principal, Guidance counselor, Teacher, Parent, Business Partner and myself will meet with BGU and share our expectations and needs as well as regard to the professional development needs as well as needs assessment. Our high school counselors will begin to identify students who are candidates for the alternative program and will work with the professional development coordinator and a team of staff to review content management systems. We will also meet with our potential business partners and outline the details of the grant. This work will continue in February as the district will select teachers to participate in the grant including but not limited to receiving high quality professional development and writing blended learning lessons. We will also use the work from January to meet with parents and share the new learning progression available to them and answer any questions from the parent group as that will be essential to the success of this grant. We will also spend time meeting with our business partners to answer any questions they may have an ensure we continue to have an open line of communication between the businesses and our staff. Barriers - While we do not anticipate any barriers significant enough that would interfere with the success of this grant, we do anticipate a few barriers as we implement this innovative program. First, we will need to promote this program to eliminate any negative stigma that may be attached to participating in an alternative learning environment. We will need to dispel any myths that exist in part due to the requirements of the program. Second, staff will need an incentive to engage in participating in professional development sessions which in part due to the requirements of our daily instructional practices as we shift to a blended learning environment. BGUS has assisted us in addressing this barrier as the modules will be available for free to all staff members following our creation. Last we are sure that by promoting our blended learning system and provide them support as the new relationships that are being formed will need to be nurtured in order to be successful. Finally, we are sure that additional barriers may present themselves that we feel that through the formation of our grant team we will be able to work together and overcome any challenges that may present themselves.

Implement (MM/DD/YYYY): 05/01/2014

* Narrative explanation

By May our focus will change from planning to implementation. We will provide mentor training to all of our business partners and their employees who will be participating in this grant. Another vital task that we will expect to engage in is the development of an online course from our staff and student pre-assessment. The staff will be able to use this course to assist in their instructional needs as well as meet the New Learning Standards set forth by the Ohio Department of Education. Our staff data will allow us to realize areas of strength and weaknesses and on again ensure that the professional development modules that are made available to all staff are part of the grant will meet the needs of our area teachers. During May our staff will also need to select their business partners they would like to work with in this year. It will be critical that we review their contract scores and share their areas of strength and weakness to ensure their buy in both the academic course work as well as the business partnerships. StATED students will be able to participate in an orientation session prior to the opening of the ALP program. This orientation will include another tour of the community partners businesses as well as an overview of the academic schedule and options available to the students. In June we will provide staff time to develop their blended learning lessons based on the pre-assessment data as well as the New Ohio Learning Standards.

Staff will also be given time to learn more about the blended learning content management system that will be essential to the success of this grant. We will also spend time meeting with our business partners to answer any questions they may have an ensure we continue to have an open line of communication between the businesses and our staff. Barriers - While we do not anticipate any barriers significant enough that would interfere with the success of this grant, we do anticipate a few barriers as we implement this innovative program. First, we will need to promote this program to eliminate any negative stigma that may be attached to participating in an alternative learning environment. We will need to dispel any myths that exist in part due to the requirements of the program. Second, staff will need an incentive to engage in participating in professional development sessions which in part due to the requirements of our daily instructional practices as we shift to a blended learning environment. BGUS has assisted us in addressing this barrier as the modules will be available for free to all staff members following our creation. Last we are sure that by promoting our blended learning system and provide them support as the new relationships that are being formed will need to be nurtured in order to be successful. Finally, we are sure that additional barriers may present themselves that we feel that through the formation of our grant team we will be able to work together and overcome any challenges that may present themselves.

Implement (MM/DD/YYYY): 05/01/2014

* Narrative explanation

The Center of Assessment and Evaluation Services (CAES) at Bowling Green State University will implement a mixed methods process design to evaluate the objectives and future outcomes of the proposed program. CAES will utilize a team of researchers to collect the following types of data:

- Student technology and blended learning proficiency, attitudes, and comfort/ anxiety among participating students (Short term). * Teacher technology and blended learning pedagogy proficiency, attitudes, and comfort/ anxiety among participating teachers (Short term). * Student technology and blended learning proficiency, attitudes, and comfort/ anxiety among participating students (Long term− One year). * Effectiveness of Work Study Program student partners (Long term- One year). * Satisfaction of Employer Partners (Long term−One year). * Assessment data * Employability skills (Math and English) * Long term (One year). * Observation data will evaluate quality of blended courses and alignment of state standards (Short term). * District data (Long term−One year). * Enrollment and course achievement in BL courses. * Achievement (grade) comparison of students taking BL vs. Traditional courses. * Achievement data (grade) comparison of students taking BL vs. Traditional courses. CAES will submit a Formative Evaluation Report in mid-March to Project Leaders. This report will summarize completion of initial implementation activities, observations, and pre survey results. Based upon these results, Project Leaders may modify program plans. Such modifications may include: adjustment of program model and delivery approach content/curriculum grant partners roles and responsibilities, budget, technology and training goals for Excellence for 21st Century Educator Preparation * Attend Project Meetings * Create and implement four online modules on Blended Learning: 1) Digital Pedagogy, 2) Technical Literacy, 3) Introduction to Blended Learning, and 4) Advanced Blended Learning. * Provide instructional and technical support to BL participating teachers. * Provide teachers with the option of completing online modules to be held during the school year. * Create the following four online modules: a) Blended Learning Pedagogy, b) Blended Learning Observation Criteria, c) Alternative Learning Pathway Teacher Study Survey: Attributes and beliefs about Technology Integration and Blended Learning, Blended Learning Tecnology, Proficiency Use and Integration Practices, and Project Support, Barriers, and Stregths. d) Alternative Learning Pathway Student Study: Attitudes and perceptions on learning and technology, classroom and non-classroom technology usage, attitudes and perceived impact of learning and Work and Study Mentor Program * Student BL Course Evaluation * Assessment of Employability Skills (Math and English) * Employer Partner Survey * Admininster and analyze the followin measures. * Effectiveness of BL Professional Development Modules with Teacher participation * Alternative Pathway Teacher Survey Teacher participants * Assessment of Employability Skills (Math and English) with 10th and 11th grade students * Evaluate quality of BL courses using Blended Learning Observation Criteria * Write and submit Formative Evaluation Report (March) and Final Evaluation Report (August).

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

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

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.

This proposal is based upon research based practices in two areas: 1) blended learning, and 2) career-based intervention. The last five years has brought online education to the forefront of educational options for K-12 students struggling within the confines of traditional, seat-based instruction. While online instruction offers such students with customized, self-paced curriculum in a flexible, convenient environment, research has shown that online academic success requires students to demonstrate several characteristics: “the ability to learning independently, effective written communication, self-motivation and discipline, and efficient time management skills” (Smith, Clark, Brolleyer, 2005). Unfortunately, the typical high school student is still developing such skills. As a result, most virtual
academies across the state report high course failure rates and low graduation rates. Despite the increase in online K-12 courses and schools across the nation, blended learning continues to demonstrate numerous advantages over traditional and online environments. In a 2010 meta-analysis reported by the U.S. Department of Education, blended instruction was found to be more effective than traditional or online) in advancing student learning. A blended learning environment-one that combines the "effectiveness and socialization opportunities of the classroom with the technologically enhanced active possibilities of the online environment” (Ditzian, Hartman, Moska, 2004, p. 3)-provides numerous advantages. The first advantage is improved pedagogy, whereby blended environments increase active learning, peer learning and support, and learner-centered strategies. The second advantage is the balance between instructor access and student flexibility and convenience. Blended environments combine the flexibility of online instruction, but also the access to face-to-face instruction and support. The third advantage is increased cost effectiveness since blended learning environments can provide access to more individuals in a shorter period of time with limited face-to-face instruction. (Bonk & Graham, 2006). These advantages in turn improve several student outcomes, in which students in blended courses: write better papers, create better projects, engage in deeper discussion, and score higher on exams (University of Central Florida, 2013). The proposed Alternate Learning Pathway will utilize blended learning as the primary instructional system. 2) Career Based Intervention (CBI), also known as occupational work experience, has been implemented in some form for over 50 years as a means of better preparing at-risk students for the world of work after high school. Today, CBI provides disadvantaged (economic, academic or both) students with assistance in six areas: academic intervention; employability skills; career exploration; implementation of a career plan; work-based learning (paid, unpaid or a combination of both); and participation in a career pathway with options for both further education and jobs. Our Alternate Learning Pathway will implement the CBI Model, which adheres to seven key principles: Higher Expectations, Common Curriculum, Authentic Learning, Supportive Structures, Belonging, Continuous Improvement and Student Identification (ODE Career-Based Intervention Fact Sheet, 2008).

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

Yes  No

22. If so, how?

This project can be replicated and scaled either up or down to meet the needs of other districts across the state of Ohio. Too often school districts do not provide students meaningful engagement in their academic and career paths. Also, many times districts do not work in collaboration with area business partners to ensure their graduates are career ready if they are choosing not to further their education following graduation. Other districts can use our blueprint as a model that fosters collaboration with area businesses and engages students in ownership of their educational goals and outcomes.

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

This project will have a profound impact on the students, staff and community of Bowling Green. Our students will be engaged in an education designed to meet their needs based on input from area business partners as well as their preassessment into areas of math and English. Our staff will have access to blended Learning professional development modules will be developed implemented by BGSU during the project. Participating teachers may complete the modules and earn Continuing Education Credits or may register for a 3 graduate credit class (and pay tuition). After the project, the modules will be made available to BGCIS teachers for future online training at no cost, unless graduate credit is awarded for which tuition will be paid. The ongoing availability of the training modules will facilitate expansion of BL courses within BCGIS. Our community will continue to be engaged in an input process and will be informed about the districts willingness to respond to their employment needs. Each of these have a substantial impact and lasting value for all of the stakeholders involved. This grant does not contain any reoccurring / new costs, and it will be self sustaining for several reasons. In utilizing a train the trainer model and training several trainers, this will allow the district to continue implementation of this new alternative learning path well into the foreseeable future. The district will continue to provide staff as well as administration to oversee this project as far as our standard operating procedures once the grant has been utilized to provide a framework for this important and necessary program.

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.

Short-term Benchmarks:At the conclusion of the grant (June 30, 2014) - Create BL professional development modules. - Establish BL course offerings for English 11, English 12, and Algebra II that address state content standards and fulfill quality criteria for BL. - Establish employer partners and career ready mentorship program. - Increase in the number of teachers prepared to teach BL classes. - Increase BL pedagogy, proficiency, and attitudes among participating teachers. Long-term Benchmarks: One-year Benchmarks (June 30, 2015) - 25 students participate in BL courses with 90% completion rate. - Comparable course achievement between traditional and BL classes. - 25 students participate in the career ready mentorship program. - Increase in employability skills among participating students.

Five-year Benchmarks (June 30, 2019) - Expansion of Alternative Learning Pathway - Increase number of teachers instructing BL courses - Increase the number of students enrolled in BL courses - You need to come up with more-graduate rates? - Increase in % of BG graduates hired by area employers

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 or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

The Center of Assessment and Evaluation Services (CAES) at Bowling Green State University will implement a mixed methods process design to evaluate the objectives and future outcomes of the proposed program. CAES will utilize a team of researchers to collect the following types of data. Survey data will evaluate growth in: o Effectiveness ofBL professional development modules (Short term). o Teacher technology and blended learning proficiency, attitudes, and comfort/ anxiety among participants (Long-term-One year) o Impact of BL course design on student learning behaviors among BL students (Long-term-One year). o Effectiveness of Work Study Mentor Program among student participants (Long term-One year) o Satisfaction of Employer Partners (Long term-One year) - Assessment data o Employability skills (Math and English) (Long term-One year and Five year). o Observation data will evaluate quality of blended courses and alignment of state standards (Short term). o District data (Long-term-One year) o Enrollment and course achievement in BL courses. o Achievement (grade) comparison of students taking BL vs. Traditional courses. - District data (Long-term-Five year) o Enrollment and course achievement in BL courses. o Achievement (grade) comparison of students taking BL vs. Traditional courses.

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.

Accept Todd Cramer Executive Director of Teaching and Learning Bowling Green City Schools 10/25/13