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<th>Capital Outlay 600</th>
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<td>263,264.00</td>
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Adjusted Allocation: 0.00
Remaining: -263,264.00
The program will increase the number of college-ready students at five area high schools. The two-semester program will provide review courses in the first semester and dual-credit courses in the second, allowing successful students to earn college credit for completing the program. North Central State College will provide training for and consult with high school faculty to develop and implement curriculum.

200.3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant: Kevin Kimmel
Organizational name of lead applicant: Bucyrus City School District
Unique Identifier (IRN/Fed Tax ID): [Redacted]
Address of lead applicant: 170 Plymouth Street, Bucyrus, Ohio 44820
Phone Number of lead applicant: 419-562-4045
Email Address of lead applicant: kkimmel@bucyrusschools.org

5. Secondary applicant contact: - Provide the following information, if applicable:
First Name, last Name of contact for secondary applicant: David Cardwell
Organizational name of secondary applicant: North Central State College
Unique Identifier (IRN/Fed Tax ID): [Redacted]
Address of secondary applicant: 2441 Kenwood Circle, Mansfield, Ohio 44906
Phone number of secondary applicant: 419-755-4732
Email address of secondary applicant: dcardwell@ncstatecollege.edu

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.
First name, last name of contact for each additional secondary applicant: Mark Stefanik Organizational name of each additional secondary applicant: Galion City Schools Unique identifier (IRN/Fed Tax ID): 344024 Address of additional secondary applicant: 470 Portland Way N., Galion, Ohio 44833 Phone number of each additional secondary applicant: 419-498-3432 Email address of additional secondary applicant: stefanik.mark@galionschools.org First name, last name of contact for each additional secondary applicant: James Metzloff Organizational name of each additional secondary applicant: Plymouth-Shiloh Local School District Unique identifier (IRN/Fed Tax ID): 049460 Address of additional secondary applicant: 365 Sandusky St., Plymouth, Ohio 44865 Phone number of each additional secondary applicant: 419-687-4733 Email address of each additional secondary applicant: metzloff.jim@plymouth.k12.oh.us First name, last name of contact for each additional secondary applicant: Brandy Garverick Organizational name of each additional secondary applicant: Mansfield City School District Unique identifier (IRN/Fed Tax ID): 044297 Address of each additional secondary applicant: 856 W. Cook Road, Mansfield, Ohio 44907 Phone number of each additional secondary applicant: 419-525-6400 X8432 Email address of each additional secondary applicant: bgarverick@mansfield.k12.oh.us First name, last name of contact for each additional secondary applicant: Noreen Mullins Organizational name of each additional secondary applicant: Crestline Exempted Village School District Unique identifier (IRN/Fed Tax ID): 046334 Address of each additional secondary applicant: 7854 Oldfield Road, Crestline, Ohio 44827 Phone number of each additional secondary applicant: 419-683-3647 Email address of each additional secondary applicant: mullins.noreen@crestline.k12.oh.us

7. Partnership and consortia agreements and letters of support: - Click on the link below to upload necessary documents.
* If a partnership or consortium would 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.
North Central State College will provide two project coordinators - one in English and one in mathematics - who will oversee the project and mentor high school faculty. The project coordinators will hold at least a master's degree in English or mathematics, will have extensive college teaching experience, as well as background in college administration. Instructors for the project will be high school teachers with a master's degree and at least 18 hours of graduate credit in the area of their specialization. Instructors will be selected by NCSC working with school administrators at each participating high school. Special provisions may be made for high school instructors with less than the specified graduate hours in the discipline: development of a plan for continued graduate study, mentoring, and/or use of an instructor of record provided by NCSC. As high school teachers, the instructors will be subject to the thorough legal screening and hiring processes the districts use in order to ensure the instructors are qualified and meet all legal requirements. Instructors will participate in training in the summer prior to the beginning of the project in order to familiarize them with the project and the courses they will be teaching.

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
   The Pathways to College project has three objectives: - Prepare students in the program for college-level English and mathematics. - Create a college mindset among students in the program and increase the likelihood of their attending college in the following academic year. - Provide collaboration opportunities for high school and college faculties to align their curricula. The program will increase the number of college-ready students at five area high schools through courses in math and English offered at the high schools. The project will build on a pilot project at Mansfield Senior High School, expanding to include Plymouth High School, also in Richland County, along with three high schools in Crawford County - Bucyrus, Galion and Crestline. The courses will be offered to high school seniors with instruction provided by high school teachers under the direction of North Central State College (NCSC). The courses will be offered in two semesters. The first semester will offer refresher courses to prepare students for the second semester courses. Second semester courses will be dual-enrollment courses in which students will receive college credit from NCSC for successful completion. Students who achieve at least a C- in the first semester review courses offered in math and English will be enrolled as a dual credit student in the second semester, having an opportunity to earn college credit and high school credit simultaneously. Students will take ACT COMPASS tests prior to the first courses and at the conclusion of the second semester to allow for measurement of project success and student learning.
While preparing high school students for college-level work, the project allows students to earn college credits, saving time and money toward college degree completion, and avoiding developmental courses upon entry to college. Earning dual-enrollment credits will also encourage students to enroll in college after graduation. In addition to these objectives, having the dual-enrollment courses and college faculty in the high schools will create greater interest in college among all students. NCSC is not charging tuition for the dual-enrollment courses and will continue this cost reduction to high schools to encourage their students to attend college. NCSC and high school administrative teams will identify faculty, classes and meeting dates for consultation at each high school. High School administrators and guidance counselors will enroll two classes of 20 students each. High school curriculum coordinators and faculty will identify and recruit supplemental instruction student leaders at each high school. NCSC, high school and project faculty will work with the NCSC tutoring coordinator to train the Supplemental Instruction Student Leaders at each high school. Tutors for the program will be high school students selected on the basis of their academic achievements in the subject area as well as their interpersonal skills. Orientation receptions will take place at each high school for students and parents. This will give parents the opportunity to meet project staff and fully understand the responsibilities and opportunities the program presents. In addition to the regular class sessions, students considered to be at-risk will receive additional tutoring sessions each class day with supplemental instruction student leaders chosen by high school faculty and administrators and trained prior to the academic year. NCSC math and English project coordinators will mentor high school faculty in incorporating tablet computers into classroom as the primary presentation devices.

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.

Funds will be used to help students become college-ready in Math and English. The program also provides a pathway for students to earn college credits in Math and English while still in high school. Students who earn college credits while in high school have been shown to be more likely to complete college degrees.

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.

Not applicable

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

263,264.00 * 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 items included in the budget (i.e., staff counts and salary/benefits, equipment to be purchased and cost, etc.)

3.01 Personal Services: High School Faculty: 30 (six at each of five schools) teachers to receive professional development in (25 hours) plus two days of meetings related to course mechanics and NCSC policies/procedures (16 hours) for a total of 41 hours for 30 faculty = $18/hour x $2,240,102 Fringe Benefits: $22,140 at a rate of 41% for life insurance, retirement, medtax and workers compensation = $9,073.30 Purchased Services: NCSC total = $7,247. NCSC English Project Coordinator: Providing professional development to teachers plus planning curriculum (25 hours presentation plus 25 hours preparation) plus 10 hours of curriculum consultation and event coordination for a total of 60 hours @ $18/hour = $1,080. NCSC Math Project Coordinator: Providing professional development to teachers plus planning curriculum (25 hours presentation plus 25 hours preparation) plus 10 hours of curriculum consultation and event coordination for a total of 60 hours @ $18/hour = $1,080. NCSC IT personnel: to install ACT COMPASS software at 5 schools at 3 hours each at $20/hour = $300. NCSC Student Assessment Service personnel: to proctor ACT COMPASS (40 hours) 8 hours for each of 5 schools during project at $20/hour = $800. Fringe benefits: $3,260 at a rate of 41% for health insurance, life insurance, retirement, medtax and workers compensation for NCSC personnel = $1,337. Travel: mileage for NCSC personnel to drive between high schools and NCSC, 400 miles total at a rate of .565 per mile = $226. ACT COMPASS test fee: Math at $2.32 per test, and Writing, Reading and eWrite test at $9.80 per test given to 40 students at 5 schools = $2,424. 3,040 Supplies: Books for students: 100 Math books and software at $375 + $100 English books at $298 = $67,300. 200 tablet computers and software at $650 = $130,000 for student use in math and English courses 3.050 Capital: 5 servers at $5,500 to upgrade computer capacity in high schools to handle tablet computers = $27,500

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 cost 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.

This portion of the project will purchase books and materials need for the courses and prepare high school teachers to present the courses in FY15.

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

45,000.00 * 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.).

If 100 students earn college credit for a 3-hour dual-credit class that normally would be charged at $150/credit hour, the students, their families and/or financial aid entities will save $45,000. This would result in overall cost savings to the state.

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.

District administrators from the five districts will meet with North Central State College math and English project coordinators to plan the implementation of the courses at the respective high schools. Teaching staff will be identified and student participants will be selected by building administrators, with approval of NCSC project coordinators. Books, needed technology and educational materials will be purchased so that they will be ready for start of classes. The largest barrier that could derail the project is the shortage of qualified personnel to teach the dual-credit courses. In order to proactively mitigate the barrier, professional development will be offered to participating high school teachers and if necessary an instructor-of-record will be assigned by NCSC to the school where the high school teachers do not meet the qualifications for teaching the dual credit classes. Other key stakeholders include student participants and their parents. Communication with these stakeholders will include letters to the students’ homes and a student-parent meeting with project teachers and administrators prior to the start of classes.

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

Proposal (MM/DD/YYYY): 12/10/2013

Implementation (MM/DD/YYYY): 9/1/2014

* Narrative explanation

District administrators from the five districts will meet with North Central State College math and English project coordinators to plan the implementation of the courses at the respective high schools. Teaching staff will be identified and student participants will be selected by building administrators, with approval of NCSC project coordinators. Books, needed technology and educational materials will be purchased so that they will be ready for start of classes. The largest barrier that could derail the project is the shortage of qualified personnel to teach the dual-credit courses. In order to proactively mitigate the barrier, professional development will be offered to participating high school teachers and if necessary an instructor-of-record will be assigned by NCSC to the school where the high school teachers do not meet the qualifications for teaching the dual credit classes. Other key stakeholders include student participants and their parents. Communication with these stakeholders will include letters to the students’ homes and a student-parent meeting with project teachers and administrators prior to the start of classes.

Summative evaluation (MM/DD/YYYY): 07/01/2014
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.

Including all of its early college programs, NCSC served 460 students from area high schools during the 2012-2013 academic year. The proposed program is modeled after the Pathways to College program being conducted with 19 students at Mansfield Senior High School in the 2013-14 academic year. As their first semester of senior English, these students are taking a course based on NCSC's developmental writing course, WRIT 0090: Basic Writing. The students will then progress to NCSC's college English course, ENGL 1010: English Composition I. Students who receive a C- or above in WRIT 0090 course will receive dual credit for ENGL 1010; those students with less than a C- will be able to earn high school credit alone for ENGL 1010. As a recipient of the Gates Foundation Developmental Education Initiative, NCSC conducted boot camps in mathematics to help students achieve higher COMPASS placement scores and avoid taking one or more levels of developmental mathematics.

Over the three-year period of the grant (2013-2012), 228 students (including 106 area high school students) attended boot camps with 48% showing improvement that resulted in skipping a developmental level and 31% moving into college readiness. The academic outcomes of attendees in terms of "total success" continue to outpace non-attendees, as nearly 40% of attendees either tested out of the math requirement or immediately passed a math course. Nearly 30 students were able to accelerate their developmental education and save money as a result of the camp, especially for those advancing multiple levels (minimum $16,000 savings assuming each just advanced one level). As an Achieving the Dream leader college, NCSC plans and tracks initiatives to help students in moving through developmental mathematics and writing and into college level courses. One area of significant progress has been the increase in completion of the developmental math sequence from 8.2% of the fall cohort in 2005 to 33.7% of the fall cohort in 2011 completing the sequence within a year. Students at the five project high schools have shown need for improvement in becoming college-ready in math and English. An examination of data relating to students from the five districts entering college showed need for additional math and English preparation to become college ready. In the most recent 3-year period where results were obtainable from the Ohio Board of Regents, 50% of Bucyrus High School students achieved developmental math or English placement upon entering college, as did 53% of Crestline students, 43% of Galion students, 49% of Plymouth students and 48% of Mansfield Senior students. All exceed the Ohio statewide average of 41%, according to the Ohio Board of Regents.

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

**Yes**

22. If so, how?

Other districts could set up dual enrollment/dual credit classes in which their high school students are able to achieve college credit simultaneously by successfully passing dual credit classes.

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

The project seeks to provide a pathway for more students from the project districts to attend college. By raising their English and math abilities as assessed by the ACT COMPASS test, the students in the project will be able to earn college credits and avoid placement into developmental courses, saving time and money toward college degrees.

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 project will see 60% of its participants enroll in college classes in the fall following their graduation from high school. This is substantially above the current college attendance rates for the individual project districts and the state average. Overall college attendance for the project high schools will increase as project participants encourage their classmates to excel academically and attend college.

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 impact of the strategy will be evaluated by examining the number of students across the project who are successful in gaining college credits while in high school and ultimately attend college. Short-term objectives may be measured by tracking the number of students in each high school who successfully obtain math and English college credits while in high school and tracking their ACT COMPASS test results. NCSC will track these results as part of the regular credit awarding process. Student data from the five project high schools will be tagged in the NCSC registrant's office in such a way to make data collection simple. As students are assessed, their scores on various parts of the ACT COMPASS test will allow project staff to determine if curriculum needs revised or teaching time for different material needs to be changed in order to help students gain a better understanding of course concepts. Long-term goals of the project are to produce college-ready students and see students continue their education at the post-secondary level. NCSC Office of Institutional Research will work with the NCSC Registrar's Office and project staff to employ the National Student Clearinghouse to track participating students in subsequent academic years to track matriculation to college. The expectation is that those students who earn college credits while in high school will be more likely to continue on to college than those who do not. If a pattern of low test scores on certain concepts in the ACT COMPASS test is recognized, NCSC project staff will alert high school administrators and teaching staff so that changes in delivery and/or curricula can be enacted. NCSC project staff will evaluate the curriculum in comparison with test results and suggest revisions if needed.

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: Kevin D. Kimmel, Superintendent Bucyrus City School District 10/25/2013