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Adjusted Allocation: 0.00
Remaining: -614,669.00
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 Connection: What's Your Goal? What's Your Plan?

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.

   Our project will address the goal of student achievement by creating a student-goal-driven culture where the connection between the students' career goals and academic performance is apparent. Students, staff, administrators and parents will utilize a college and career readiness software to assist students in determining post-secondary goals and connecting those goals to academic success in school. A Career Connection Facilitator will provide training for students, staff and parents resulting in school community members trained to sustain this student-goal-driven culture that promotes student achievement.

   614.3 Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   - First Name, last Name of contact for lead applicant: Larry Williams
   - Organizational name of lead applicant: Shroder High School
   - Unique Identifier (IRN/Fed Tax ID): 034538
   - Address of lead applicant: 5030 Duck Creek Road Cincinnati, Ohio 45227
   - Phone number of lead applicant: 513-363-6900
   - Email Address of lead applicant: williaml@cps-k12.org

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, last Name of contact for secondary applicant: n/a
   - Organizational name of secondary applicant: n/a
   - Unique Identifier (IRN/Fed Tax ID): n/a
   - Address of secondary applicant: n/a
   - Phone number of secondary applicant: n/a
   - Email address of secondary applicant: n/a

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

8. 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.

   Larry J. Williams is the building principal whose primary responsibility is to develop and monitor the school's operating budget. He has over 15 years of experience managing technology budgets and purchasing technology and peripherals. Mr. Williams has attended and completed a grant writing workshops. As the instructional leader of the school he provides leadership in data management and monitoring. He uses this experience to analyze student performance and will take the lead to ensure the full implementation of student-goal-driven culture. Dr. Audley Smith, our guidance counselor, provides a comprehensive counseling program for students in grades seven through twelve. In his role he consults with teachers, staff, and parents to develop an effective rapport and relationship with his students. Also, Dr. Smith is responsible for preparing students for graduation and monitoring classes and course prerequisites to meet the graduation requirements. He is the lead person to assist students to prepare for college or post-secondary educational options. As the lead counselor it is his responsibility to provide leadership to the counseling team to ensure that the students' academic and career needs are being address. Dr. Smith received his doctorate in Education Leadership from Miami University. Dr. Smith previous professional experiences include Middle School Assistant Principal, Elementary School Principal that received "Excellent Rating on the State of Ohio Report Card. Kelly Broscheid is the Program Officer for Career & Technical Education for Cincinnati Public Schools. In this role her responsibilities include administration of the Carl Perkins Federal Grant, oversight of the district's twenty CTE Workforce Development programs and for leading the college and career planning initiative for the district. Ms. Broscheid has worked for the district for 10 years and has a Masters in Educational Leadership from Miami University of Ohio. Joan Pack-Rowe is the Postsecondary Success Planning Coordinator for Cincinnati Public Schools. She works closely with the Program Officer for Career and Technical Education and the Assistant Superintendent to execute the college and career planning initiative for the district. Ms. Pack-Rowe directs the implementation of Individual Academic Plans for grades 7-12 through the use of Naviance, a college and career planning software platform for staff, students and parents. She provides professional development for staff at all high schools, provides supporting curricula for grade level requirements, and maintains the websites for each school. Ms. Pack-Rowe has a MA in psychology and is an Ohio Licensed Professional Clinical Counselor. She has worked for Cincinnati Public Schools for 25 years either as an employee or consultant specializing in Assessing Systems of Care.

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

   Shroder High School students' low grade point averages and low test scores are limiting their educational opportunities and choices beyond high school. Their ACT test scores are below state and national average. According to the ACT college readiness benchmarks, only 2% of Shroder's 2013 graduates scored high enough to meet all college readiness benchmarks. As a result, students have few post-secondary options. Shroder students do not recognize the importance of establishing and maintaining a high grade point average. Students do not make the connection between scores on the ACT and their post-secondary options. Many students do not have career goals, and currently take at those goals Shroder students' cumulative grade point averages and performance on state and college entrance exams in no way reflect their abilities. The challenge is motivation and focus. Students who have direction and who know the relevance of their academic achievement to their post-secondary goals are more likely to be active participants in their education. Our project will address the goal of student achievement by creating a school culture where the connection between the students' post-secondary goals and academic performance is apparent and promoted by all members of the school community. A full-time Career Connection Facilitator (Facilitator) will work with parents, staff, and administrators to help them demonstrate to students the importance of academic achievement in reaching post-secondary goals. The Facilitator will develop a student-goal-driven culture where everyone's expectations are
for the students to have established post-secondary goals and have a plan to attain them. Decisions made by and for the student will be made in consideration of those goals and the plan to reach them. The Facilitator will bring engagement to this process by sharing with each constituent how using the project contributes to their success in addressing students’ academic achievement. The Facilitator with the assistance of the counselor will identify community members to represent their constituency on a Career Connection team. The members of this team will complete train-the-trainer courses which will equip them to provide the support needed to sustain the student-goal-driven culture. Using Naviance, a college and career readiness software, the Facilitator will demonstrate the relevance of academic performance to goal attainment. In order to most effectively implement the college and career readiness system in Naviance, the school community needs increased access to technology.

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.

Career Connection: What’s your Goal? What’s Your Plan? Will address student achievement for both academic and career goals. Every student with the support of their parents, teachers, and counselor will develop a personalized success plan that includes their post-secondary goals and action steps to achieve those goals using an on-line college and career readiness software (Naviance). The planning process will allow them to understand the academic requirements and social skills necessary to achieve those goals. The student will be reminded of those requirements as they monitor their progress toward their goals weekly using the curriculum developed by the district’s Career and Technical Education Department. The students’ increased awareness of the significance of their performance will result in improved motivation and focus. Students’ effort to reach their goals will be supported by every adult in the building. This student-goal-driven culture will manifest itself as follows: - Students will set goals and monitor their progress toward achieving them, broaden career options, use student success to make informed decisions, communicate with teachers and counselors, and research college and scholarship requirements. - Our career connection facilitator will personalize guidance to meet the individual academic and career goals of each student and use data provided by Naviance to help students set realistic goals and stay on track to reach them. - Our teachers will be aware of their students’ post-secondary goals and make lessons more relevant by using those goals to guide them in their planning. - Our parents will view their children’s progress toward reaching their post-secondary goals, make suggestions and communicate with teachers, and counselors through Naviance. - Our administrators will monitor the progress of our students toward reaching their post-secondary goals and provide resources and intervention support to parents and teachers to address the challenges in reaching those goals.

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.

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

$614,669.00 ** Total project cost

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

The total project cost is six hundred fourteen thousand six hundred and sixty-nine dollars. The $614,669.00 budget was devised surrounding the idea that students needed to be informed about their academic achievement. Currently the district has deployed Naviance college and career readiness solutions that help to connect academic achievement to post-secondary goals, and improve college and career planning for students. Shroder’s most immediate dilemma is that the school does not possess the technology resources to effectively utilize the Naviance web-based software. The funds for the project will come specifically from the grant. $341,669.00 will be used to purchase MacBooks for student use to access Naviance’s wide array of tools. Twelve mobile carts $20,520, additional reserves $28,056 and four-year computer maintenance agreement for $112,515. A Naviance consultant will be contacted for $42,000 to thoroughly immerse trainer and participants in the Naviance culture. Staff will be provided with professional development for $8265. Training trainers at a cost of $7000, substitutes for staff to be released for training for $5520, supplies $1500, program materials $500. There are also budgeted funds of $2,500 to provide refreshments to participants and stakeholder as they receive training. There were not any other sources of funding available to finance the project.

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 of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

There are no anticipated recurring cost associated to the project once it is up and going. The projected budget identifies the cost of technology, training, and services that will launch Shroder’s innovative project. The items identified in the budget were researched and analyzed to eliminate any recurring cost according to the grants specification. The 360 computers were selected based on consumer report for reliability and tested durability by student in educational settings. A technology maintenance agreement was added to provide necessary repair to the computer for 4 years after the one year service runs out. Twelve mobility carts will be used for project, $20,520, additional reserves $28,056 and four-year computer maintenance agreement for $112,515. A Naviance consultant and trainer will service participants until the grant’s ending date. A train-the-trainer concept is used to provide initial training for stakeholder for ongoing continuity throughout the life of the project. The amount allocated for supplies and program materials is sufficient for the term of the grant.

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

0.00 ** 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.)

Shroder does not anticipate any savings.

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.

Career Connection: What’s your Goal? What’s your plan? provides for a facilitator to work with the students, parents, staff, and administrators to develop a student-goal-driven culture. The Facilitator will conduct workshops and in-class coaching on a daily basis for 3 months. The Facilitator will also develop a user-friendly reference manual. Through this process, a Career Connection team of school community members will be identified to sustain the student-goal-driven culture. Every constituent of the school community will be represented. The facilitator will provide train-the-trainer workshops for the team. The counselor will lead this team and consult with our Career and Technical Education department as needed. There are no recurring costs for the project.

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. (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): 02/14/2014

* Narrative explanation
Plan completed by February 14, 2014. The planning process will be completed by the end of February 14. The initial steps are to hire the facilitator, contract with a Naviance consultant and order the required technology. We will need to expedite the purchase process in order to receive the computers in a timely manner. We will request that they arrive already imaged with the district’s specifications. Ideally the facilitator will be familiar with Shroder’s staff and culture possibly a retired teacher. This will make it easier to develop trust with the members of the school community. The facilitator will need to thoroughly understand the purpose and outcomes of the project. The facilitator will provide an overview of the project for staff at the January staff meeting and for parents at the 3rd quarter conference night. The facilitator will work closely with the school counselor, consultant and our post-secondary success planning coordinator to develop a detailed action plan incorporating action steps for each grade level and community constituent. The facilitator will then share this plan with the instructional leadership team which is comprised of the principal, department chairs, grade level team leaders and parents. The facilitator will make necessary revisions based on input from the team.

Implement (MM/DD/YYYY): 06/15/2014

* Narrative explanation
Implement by June 15, 2014. The facilitator will provide professional development workshops for teachers on creating a student-goal-driven classroom. Teachers will also receive training on Naviance. All teachers should be trained by February 28, 2014. The facilitator and consultant will coach teachers in the classroom as they implement the strategies and skills learning in the workshops. In the classroom, students will register on Naviance and take pre-surveys created by the facilitator and consultant. This process will be scheduled based on the arrival of the computers
18. Describe the expected changes to the instructional and/or organizational practices in your institution.

Career Connection: What's your goal? What's your plan? can be viewed as a model for Ohio in developing a student-goal-driven culture. Ohio has not yet adopted the policy of requiring each student to develop personalized success plans. The successful implementation and results of this project may provide enough data to support adopting that policy. The facilitator will develop an implementation manual that can be shared with other schools in this district and other districts. Furthermore our career connection team which will be comprised of students, parents, teachers, support staff and administrators would be available to consult with those districts wishing to develop a student-goal-driven culture. The college and career readiness software used in this project is available nationally and can be used wherever there is Internet implementation of "Career Connection: What's your goal? What's your plan?" would be the first step in our overall post-secondary readiness plan. This project would create an environment where the school community would embrace out-of-school culture-related experiences for students. These real life experiences would be based on the student's success plans and could allow students to apply their academic settings in which meet their goals. Local businesses and community organizations would provide opportunities for students to acquire workplace skills and would benefit from students staying at their locations. Students would graduate from Shroder High School with a diploma and an ACT National Career Readiness Certificate.

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.

Rationale for Success Plan leading to improved academic and post-secondary achievement student oriented intervention. Rennie Center for Career and Education Research and Policy conducted research on student learning plans. Below please find the comments and their validity levels. The information below is not to be considered a survey or the projects success rate. This information is to be used as an example of how the project may be implemented in the future.

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

Yes

22. If so, how?

The college and career readiness software used in this project is available nationally and can be used wherever there is Internet implementation of "Career Connection: What's your goal? What's your plan?" would be the first step in our overall post-secondary readiness plan. This project would create an environment where the school community would embrace out-of-school culture-related experiences for students. These real life experiences would be based on the student's success plans and could allow students to apply their academic settings in which meet their goals. Local businesses and community organizations would provide opportunities for students to acquire workplace skills and would benefit from students staying at their locations. Students would graduate from Shroder High School with a diploma and an ACT National Career Readiness Certificate.

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

Career Connection: What’s your goal? What’s your plan? will allow students to develop their personalized success plans. Knowing that the school culture is focused on their plans will make students feel valued and empowered as they implement these self-directed plans. Through the process of developing the plans the students will strengthen their critical thinking and decision making skills. Since students will be taking learning assessments and surveys, teachers and counselors will be able to better understand their students learning needs and will be able to alter their teaching style to meet the learning needs and interests of the students. Having a student-goal-driven culture in our school will allow students to have college and career awareness in younger grades. Students need to know what it takes to get into that “dream school” as early as seventh grade so that they can make sure they are taking the necessary steps to get there. Students will be able to set personal and career goals earlier. When students recognize their selected post-secondary goals, including improved motivation, engagement, decision-making and personal accountability characteristics that are increasingly seen as essential to success in post-secondary education and work. Conclusion The emerging research on the effectiveness of SLPs to improve student outcomes related to college and career planning is promising.

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

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.}
* 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.

Short term goals are: - that all students have a success plan, - that all teachers are trained in supporting students through their success plan and providing student goal centered classrooms and - that there is a team with representation from all stakeholders in place by the end of June to sustain the program. The Career Connection facilitator will monitor progress on the timeline established toward reaching these short term goals weekly. The facilitator will use reports from Naviance, the on-line software, to keep track of progress on completion of the students’ success plans and teacher training. Observation will confirm that the Career Connection team exists by the end of June. If progress is insufficient, the facilitator will revise the plan as needed. Weekly review will allow for immediate response to barriers. Long Term Goals are: - Test score improvement - Grade Point Average Improvement - Student-Goal Driven Culture The Career Connection team will monitor test scores as reported by the state, ACT and College Board and compare to the baseline scores students currently have. This review will occur quarterly. The team will use mid-term and quarterly report cards to monitor student progress toward improving grade point average and recommend intervention when students are off track. The Career Connection team will conduct pre- and post-surveys with students, parents, staff and administrators to determine progress toward a student-goal driven culture and make recommendations based on their findings. The principal and assistant principal will observe the use of a student-goal driven lessons in the classroom and provide support should they discover a deficiency.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

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

I Accept, Larry Williams Principal Shroder High School Cincinnati Public Schools 10/25/2013