## Budget

Dayton Early College Academy, Inc (009283) - Montgomery County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (549)

### U.S.A.S. Fund #:

#### Plus/Minus Sheet (opens new window)

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<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
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| | **Adjusted Allocation** | | **Remaining** |
| | | | 3,202,491.00 |

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Adjusted Allocation

Adjusted Allocation

Remaining

-3,202,491.00
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: Fast Track Consortium: A Powerful Force in Innovation in Early College and Career Attainment

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

3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   First Name, Last Name of contact for lead applicant: Dr. Judy Hennessey
   Organization name of lead applicant: Superintendent, Dayton Early College Academy, Inc. and DECA PREP
   Unique Identifier (RN/Fed Tax ID): IRN: 002548
   Address of lead applicant: 300 College Park Dayton, OH 45469
   Phone number of lead applicant: (937) 229-5780 or 937-414-0869
   Email address of lead applicant: jhennessey@daytonearlycollege.org

5. Secondary applicant contact: - Provide the following information, if applicable:
   First Name, Last Name of contact for secondary applicant: Dr. Steve Dackin
   Organization name of secondary applicant: Superintendent, Reynoldsburg City Schools
   Unique Identifier (RN/Fed Tax ID): IRN: 042701
   Address of secondary applicant: 7244 E. Main St. Reynoldsburg, OH 43068
   Phone number of secondary applicant: (614) 501-1020
   Email address of secondary applicant: stackin@greyen.org

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 (RN/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.

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

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

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes
11. Describe the innovative project.

The October 2013 Harvard Business Review cites 3 primary ingredients for “breakthrough innovation: ambitious goals designed to solve real world problems or create new opportunities,” 2) temporary project teams driven by “intensity, sharp focus, and finite time frame;” and 3) the ability to “move fast & take bold risks.” (p. 76-77) Organized in just such a manner, the Fast Track Consortium is poised to deliver breakthrough innovation in an already vexing area: endless remediation for students who are often years behind their grade level. The Consortium is focused on serving support students, particularly those who are never implemented in your district or community school but proven successful in other educational environments.

Innovative project: ECHS (Excellence in College and Career) and DECA (Distributive Education Cooperative Association) programs will be applied within the context of the Fast Track Consortium.

The goal of the Fast Track Consortium is to have every student leave high school with a minimum of 25 hours of college credit and a career credential with a minimum of 60 hours of transferable college credit. The 9th grade year will focus on accelerating students' knowledge and skills in reading, writing, and mathematics to prepare students to be successful in rigorous college reading and writing loads. The ECHS will seek to have every student pass the college placement tests no later than the second semester of the 10th grade year so that they can begin taking college English & math courses that will transfer to other state schools (TAG courses); some students may need to continue double doses of English and mathematics. By 11th grade, most students should be in college courses. At this point, some students may earn a career credential, or stackable certificates. Twelfth graders will be involved in a Capstone project, including internships or action research in a specific career pathway, in addition to earning college credit. Ensure ongoing innovation and sustainability. This is designed to support collaboration, problem-solving, and student-driven strategy development through the Ohio Early College Alliance, both within and beyond the 5-year timeframe.

ExSummarySPREADS.pdf.aspx

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

Each participating school district will develop its own project focused on its specific needs and resources. Each project will be designed to leverage specific resources in the district to achieve the desired outcomes.

Policies/Ohio

13. Financial Information - 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 the implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each district school, 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.

ExSummarySPREADS.pdf.aspx

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

3,202,491.00 * Total project cost

* Narrative explanation/rationale: Please provide a brief 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, RRT money, local funding, foundation support, etc.) and any additional details on the costs associated with the project. Ensure that all costs are itemized and supported by documentation.

15. What new/recurring costs of your innovative project will continue after 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 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.

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.) in order to achieve sustainability over time and achieve the goal of operating these innovative schools within district-per-pupil allotments, each Consortium member will be required to analyze existing resources, the budget, and identify new and more effective ways to do business. Each member of the Consortium will need to identify savings in some areas to offset new or expanded
D) IMPLEMENTATION

17. Provide a brief explanation of how the initiative 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 realized as a result of the project. The following costs, explain in detail how the project will sustain itself beyond the life of the grant.

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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 describe the biggest 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):** 01/06/14
  - Narrative explanation

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**PLANNING OVERVIEW.** Consortium signature pages include a description of the Fast Track focus in each school district. Under this proposal, technical assistance providers will work across sites at a state and regional level and on-site with each school. This approach to innovation is both the greatest strength of this initiative. A 12-person team will be assigned to this initiative, each with expertise in education and a skillset to provide technical assistance.

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

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

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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.

Over the past decade, Early College High Schools have proven that low income, minority, struggling students with no tradition of higher education success in their family histories can, indeed, demonstrate success in high school, and concurrently, earn up to 60 hours of college credit or an Associate degree during their four-year high school career. Annual studies by Jobs for the Future confirm that a full 97% of Ohio ECHS students graduate from high school, 79% earn at least 1 year of college credit while in high school; one in three earn an associate degree or 2 years of college credit while in high school; 85% continue in higher education; and 80% graduate with four years degree. ECHS students are only 78% students of color, on average, even state from high school. Early College High Schools have been recognized among the best schools in the country by U.S. News and World Report. ECHS are generally the top-performing schools in their urban districts, competing with the state’s most successful suburban schools. Early College High Schools regularly appear on the list of state-designated “Schools of Promise.” ECHS students consistently out-perform their peers across the state in assessments of reading, writing, mathematics, science, social studies, and history. For that reason, last month, the Ohio Department of Education named the Akron Early College High School a national “Blue Ribbon” school. This project seeks to employ successful strategies from ECHS to the elementary and middle grades and, as a result, experience equally distinctive results at the K-8 level. Early implementation of these strategies at DECA Prep. Reynoldsburg STEM Elementary and Hannah Ashton Middle School are demonstrating desired results.

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

[ ] Yes  [ ] No

22. If so, how?

With its well-developed and documented planning process, established demonstration sites and existing Ohio Early College Association, this project is ready for replication in other Ohio districts. Lessons learned from the Consortium will be available to other schools in the district and, through white papers, to any school/district in Ohio and beyond. One expansion plan may suggest the state incentivize at least one Fast Track Early College K-14 feeder pattern in every community college region across the state.

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

A growing body of evidence links economic, community and national prominence to college degree attainment. Currently fewer than 60 percent of students entering four-year institutions of higher education complete a degree within six years.[1] Even more alarming, only 13% of low-income and minority students who enter the tenth grade will go on to complete college.[2] As a result, momentum is stirring for a national “college completion” agenda, including a significant expansion of the numbers of low income, minority and underserved students who attain a postsecondary credential. The members of this consortium believes that America’s future global competitiveness rests on the educational and career success of today’s first generation college-going, low income and minority students who graduate from high school with significant numbers of college credits and go on to complete four-year degrees. Among EDWorks early college sites with multiple graduating classes, 95% of students continue in higher education, with an 87.3% persistence rate at four-year institutions. The new K-8 feeder schools launched or expanded under this initiative will increase dramatically the number of students who complete 60 hours of college credit or an Associate degree during high school because these schools will prepare fifth graders to be successful from the first day of high school, not in in their second or third year of high school. Integrating formal career exploration, hands-on experience with a wide range of professionals through Design Challenges from K-12, and focusing ECHS on three career pathways, as well as professional certifications means that students will be prepared for a well-paying career or higher level studies in their chosen career path when they leave the ECHS. And because the schools are designed in collaboration with local economic development professionals and businesses, students will be prepared for jobs in the community needs to grow. This single grant codifies the processes for implementing critical educational strategies, like blended learning, competency learning, badging and flex time at scale, K-12 and forever knocking down the walls between secondary education and higher education. The ongoing, membership driven Ohio Early College Association provides a lasting tool for expanding these highly successful Fast Track schools in the state. The 4,008 students in this proposal will have an impact on the bottom line of higher education in this state. If these schools follow the success trend of the nation’s original ECHS, which, for the first time in the high school history of the United States, have a four year cohort graduation rate of 90% or better. Students learn and are able to apply design thinking process to challenges presented. Design challenges are presented quarterly, at minimum, with school partners. Differentiated instruction is implemented in 90% of the classrooms on a daily basis. 3. All students are assessed and placed in targeted intervention to address learning challenges. 4. 85% or more of the students graduate to high school at or above grade level in reading and mathematics. Elementary Grades (First Cohort) 1. 85% or more of the students are progressing on grade level or making adequate-yearly progress 2. Students are exposed to quarterly Design Challenges 3. School partners engage the students in real world problem solving and design challenges. 4. 85% or more of the students advance to middle school at or above grade level in reading and mathematics.

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.

By June 30, 2013 Schools will attain the following benchmark indicators, at a minimum: Fast Track ECHS (First Cohort): 1. ECHS will offer 3 career pathways; 2. Every graduate of the ECHS will attain a minimum of 25 hours of college credit; 3. A minimum of 1 in 3 students will graduate with an Associate degree or 60 hours of transferable college credit; 4. Any student who does not earn an Associate degree or 60 hours of transferable college credit will earn a professional certification (such as Cisco or STNA); 5. Four year cohort graduation rates will be 90% or better; 6. All students graduate with academic experiences on the college campus. Middle Grades (First Cohort) 1. All students learn and are able to apply design thinking process to challenges presented. Design challenges are presented quarterly, at minimum, with school partners. Differentiated instruction is implemented in 90% of the classrooms on a daily basis. 3. All students are assessed and placed in targeted intervention to address learning challenges. 4. 85% or more of the students graduate to high school at or above grade level in reading and mathematics. Elementary Grades (First Cohort) 1. 85% or more of the students are progressing on grade level or making adequate-yearly progress 2. Students are exposed to quarterly Design Challenges 3. School partners engage the students in real world problem solving and design challenges. 4. 85% or more of the students advance to middle school at or above grade level in reading and mathematics.

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 progress).

The nature of the initiative requires a thorough evaluation that documents both the baseline and the programmatic outcomes including the foundations laid for long-term. The evaluation will be divided to address program evaluation and financial aspects of sustainability. To insure the highest quality program evaluation, a request-for-bids will be posted with specific notice to evaluation professionals who have a history of quality work with the initial Early College evaluations from 2004-2009 (AIR, Edvantia, etc.) and others. The request for proposal will be posted within 5 days of the award announcement. Bids will be accepted for a two-week period after which a team consisting of representatives of the partners will review the proposals for both quality and cost-effectiveness. Program Evaluators will be named and contracted no later than January 30, 2014. Baseline measures will be completed by March 30, 2014. The RFP will specify that the mixed method evaluation will include a thorough documentation of the existing conditions on the impact areas (baseline) prior to the initiation of the project. The evaluation will focus on four major impact areas: Program indicators Teacher professional learning and gains in 21st Century skills Student learning and gains in 21st Century skills Financial sustainability and cost savings Program indicators will be tracked and measured according to the programmatic timeline described previously. Teacher professional learning will be tracked through documentation of professional learning session content, hours, agenda, sign-in and evaluations. Changes in classroom instruction practices will also be evaluated through direct classroom observation, student learning and increases in 21st Century skills will be tracked through a variety of measures including state testing, formative assessments of reading and math as implemented by the site and classroom observations. The financial sustainability evaluation will be conducted by Augenblick, Palach and Associates (APA), the firm that conducted the Ohio’s 2008 return on investment (ROI) study. APA has developed a Cost-to-Completion tool (CTC) that will be applied to Ohio's ECHS demonstration sites and to new ECHS developed under this grant. Finally, through lessons learned in Reynoldsburg City Schools' work with the Learning Accelerator, Consortium members will conduct an analysis of effective, sustainable funding for blended learning.

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 notation and today’s date.

[ ] I Accept, Judy Hennessy, Ph.D.Superintendent/CEO Dayton Early College Academy, Inc. 10/24/13