

Budget

Finnestown Local (047332) - Hamilton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		18,476.00	3,486.00	0.00	0.00	0.00	0.00	21,962.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	30,300.00	115,123.00	93,247.00	0.00	238,670.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		18,476.00	3,486.00	30,300.00	115,123.00	93,247.00	0.00	260,632.00
Adjusted Allocation								0.00
Remaining								-260,632.00

Application

Finneytown Local (047332) - Hamilton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

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:Cincinnati Hills Consortium for Fast Track College and Career Success

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.

A Consortium of three Cincinnati-area school districts, in partnership with a higher education institution, Cincinnati Partners for a Competitive Workforce and a national school designer, propose an aggressive initiative to improve the achievement of their most challenged students and begin to fill gaps in local workforce needs. Each of these high-performing school districts has a small, but persistent percentage of students who are not motivated to pursue higher education, nor do they have the requisite skills or specific plans to transition into well-paying 21st century careers - a population they refuse to leave behind. Called the "Cincinnati Hills Consortium for Fast Track College and Career Success," this partnership expands upon the achievements of Ohio's existing Early College High Schools; infuses career pathways, stackable certificates and blended learning tools into a rigorous, well-aligned 9-14 Fast Track Early College curriculum; and establishes a model for expanding formal Early College impact to traditionally high-performing suburban school districts.

250 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant: Tyrone Olverson
Organizational name of lead applicant: Finneytown Local School District
Unique Identifier (IRN/Fed Tax ID): 047332
Address of lead applicant: 8916 Fontainebleau Terrace, Cincinnati, Ohio 45231
Phone Number of lead applicant: 513-728-3700
Email Address of lead applicant: tolverson@finneytown.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Dr. Jeff Langdon
Organizational name of secondary applicant: Deer Park Community School District
Unique Identifier (IRN/Fed Tax ID): 043851
Address of secondary applicant: 4131 Matson Avenue, Cincinnati, Ohio 45236
Phone number of secondary applicant: 513-891-0222
Email address of secondary applicant: Langdon.j@deerparkcityschools.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 (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Name: Susan Lang Title: Superintendent Organization: Wyoming City Schools IRN or TAX ID: 045146 Address: 420 Springfield Pike, Wyoming, Ohio 45215 Phone: 513-206-7020 Email: langswyomingcityschools.org Name: Monica Posey Title: Organization: Cincinnati State Technical and Community College IRN or TAX ID: Address: Phone: Email: Name: Harold D. Brown Title: President Organization: EDWorks, A Subsidiary of KnowledgeWorks IRN or TAX ID: Address: One West Fourth Street, Suite 200, Cincinnati, OH 45202 Phone: (513) 824-6010 Email: brownh@edworkspartners.org Name: Sean Kelley Title: Director Organization: Cincinnati Chamber of Business / Partners for a Competitive Workforce IRN or TAX ID: Address: 441 Vine Street, 300 Carew Tower Cincinnati, OH 45202 Phone: 513-579-3123 / 513-335-8793 Email:

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.

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.

Tyrone Olverson, Superintendent, Finneytown Local Schools Tyrone has over a decade of experience as an educational administrator. He is currently the superintendent of Finneytown Local School District. Before becoming superintendent, he served as the K-12 director of curriculum and instruction. Prior to coming to Finneytown, Olverson served in numerous administrative capacities including high school principal and principal of an emerging Early College High School (ECHS), junior high school principal, elementary school principal, and high school assistant principal. Tyrone holds a master's degree in education and has completed all coursework for his Ed.D. (ABD). Jeffrey Langdon, Superintendent, Deer Park Community Schools Jeff Langdon is a dynamic educational leader with over 18 years of experience in public education. Jeff was appointed Deer Park City School District's superintendent effective August 1, 2012. He leads the District's strategic efforts in collaboration, innovation and increased student achievement. This strategy includes a vision focused on increased professional development for effective teaching, standards-based assessment and reporting systems, and continuous improvement based on data driven results. He brings a deep belief and commitment for the development of 21st century skills and college and career readiness. Mr. Langdon began his career in the Oak Hills Local School District in 1995 as an elementary Language Arts and Math teacher. After five years in the classroom, he served as an assistant principal at Delhi Middle School for three years. He was then promoted to principal of Bridgetown Middle School, serving in that role for three years. Mr. Langdon was next promoted to central office administration in Oak Hills, where he served as the district as Director of Curriculum and Instruction. Mr. Langdon is a graduate of the College of Mount Saint Joseph, with a degree in Elementary Education. He earned a Master of Education in Educational Administration/Leadership at Xavier University. In 2000, he earned his State of Ohio superintendent's credentials. Dr. Susan K. Lang, Superintendent, Wyoming City Schools Dr. Susan Lang, has served as a superintendent for over 12 years. She co-authored and published "Short Cycle Assessment: Improving Student Achievement Through Formative Assessment". Dr. Lang has taught graduate level educational leadership classes as an Associate Professor and held a position on the Student Affairs Board at Bowling Green State University. Dr. Lang earned the Governor's Award for Educational Leadership, was recognized by the Buckeye Association for Leadership in Education, was selected to Who's Who in Education and was one of ten superintendents in Ohio who participated in the China Exchange Program in 2010. She holds a Doctorate from Miami University. The consortium of three Cincinnati-area school districts are partnering with a higher education institution and a national school designer, to improve the achievement of their most challenged students and begin to fill gaps in local workforce needs. Each of these high-performing school districts has a small, but persistent percentage of students who are not motivated to pursue higher education, nor do they have the requisite skills or specific plans to transition into well-paying 21st century careers - a population they refuse to leave behind. Called the "Cincinnati Hills Consortium for Fast Track College and Career Success," this partnership expands upon the achievements of Ohio's existing Early College High Schools; infuses career pathways, stackable certificates and blended learning tools into a rigorous, well-aligned 9-14 Fast Track Early College curriculum; and establishes a model for expanding formal Early College impact to traditionally high-performing suburban districts. Lead Partner, Finneytown Local Schools has roughly 70% of students indicating that they are attending either a 2-4 year

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

11. Describe the innovative project.

Since 2003, Ohio's 10 established Early College High Schools have dramatically improved outcomes and achievement for nearly 7,000 urban students. Ohio's Early College High Schools are primarily focused on serving students least likely to attend college because they have struggled in the traditional education setting or they face a wide array of challenges associated with low income and/or minority students who have no family history of college access and success. Students in existing ECHSs generally enter the school several grade levels below expectations, requiring significant investments in academic and social supports to ensure they are adequately prepared for and successful in the rigorous ECHS curriculum. Members of the Cincinnati Hills Consortium are high-performing suburban districts, rather than struggling urban districts. An average of 70-95% of their student populations attend college after high school. Still, each district recognizes it has a small, but persistent percentage of students who consistently leave their high schools without the requisite knowledge, skills or motivation to achieve college or career success in a global, 21st century society. For this group of highly-driven superintendents, it's not enough to send 70-95% of their students to college; in fact, this group of leaders won't stop until 100% of their students leave their high schools fully prepared for success. These district leaders are joined in their quest by the visionary President of Cincinnati State, an innovator in community college education, and the President of EDWorks, a nationally-recognized pioneer in the design and implementation of award-winning Early College High Schools - both of whom are similarly focused on "each and every" student prepared for success. Fast Track Early College High Schools infuse the curriculum with hands-on, real world learning, integrate business and community partners into the daily life of the school, and link the curriculum to local workforce needs. A rich and varied grade 9 to 14 (college) instructional and support system ensures Fast Track ECHS students master critical thinking and problem solving skills. To meet local needs, this proposal also represents an innovation in the Fast Track Early College High design. The Fast Track ECHS model developed by the Cincinnati Hills Consortium will infuse four cross-cutting, 21st century learning strategies into the rigorous course of study: blended learning, competency learning, badging and flex time. The Cincinnati Hills Consortium will partner with the local Chamber of Commerce to ensure the unique focus of this Fast Track Early College meets local workforce needs. It is anticipated the ECHS will provide students with three separate STEM-related career pathways. The goal of the Fast Track Early College High School experience is to have every student leave school with a minimum of 25 hours of college credit and a career credential (like Cisco technology certification or STNA - State Tested Nursing Assistant) OR an associate degree / 60 hours of transferable college credit. Even in high-performing high schools, students often struggle with the heavy college demands in language arts and mathematics. For that reason, 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 they can begin taking college English and 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, the Fast Track ECHSs seek to have most students almost totally in college courses. At this point, some students may earn a career credential (sometimes referred to as "stackable certificates"). Twelt

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.

Each participating school will form a "Design Team" composed of the principal, highly creative teachers, parents and partners from higher education, business and community organizations. Over the course of two months, EDWorks technical assistance coaches will move these Design Teams through a five-step school development process honed over a decade of work in start-up and conversion sites across eight states. 1) Work begins by examining the latest research in teaching and learning (including brain-based research, blended learning, competency learning, badging and flex time), delving deeply into Common Core and college ready standards, creating a community asset map and gaining an understanding of local workplace trends. 2) The Design Teams identify specific themes or focus areas that emerge from analyses of trends in Step One. 3) These trends guide the development of a school vision, including the Portrait of a Graduate, specific 21st century skills and habits of mind, approaches to teaching and learning and workforce-based partnerships. 4) With this vision of the end goal for the school, the Design Team creates a unique course of study for the school. The course of study is driven by overarching big ideas or themes, enduring understandings and essential questions related specifically to the themes or focus areas identified in Step Two. Once the overarching framework is set, annual content-specific essential questions become the lens for teaching in the content area. 5) The operations plan for the school is designed specifically to support student achievement. A five-year strategic plan provides specific, actionable, measurable steps to reach the overall vision of the school. The Design Teams regularly take their plans back to teachers, parents and community for feedback and "tuning." Once the course of study and strategic plan are complete, all teachers in the school engage with higher education and business partners to develop innovative new units of study, quarterly hands-on design challenges, lesson plans and rubric-based assessments. This work takes place through some 80 hours of professional development, embedded in the school day, in after-school sessions and an intensive summer institute. EDWorks technical assistance coaches will guide the development of the units, design challenges and lesson plans. Innovative practices defined: Blended Learning is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at least in part as a supervised brick-and-mortar location away from home." <http://www.innosightinstitute.org/innosight/wp-content/uploads/2012/05/Classifying-K-12-blended-learning2.pdf>. A competency learning system "puts students at the center, replacing rigid time-based structures with flexible learning environments that ensure students receive the support and extra time they need to succeed." (Competency Education Series: Policy Brief One, KnowledgeWorks, April 24, 2013). Badges "signify accomplishments, such as completion of a project, mastery of a skill, or marks of experience." (7 Things You Should Know About ... Badges, EDUCAUSE Learning Initiative, 2012). Flex Time: "With 'Credit Flex,' students will be able to show what they know and move on to higher-order content" when they are ready to learn. "They will be able to learn subject matter and earn course credit in ways not limited solely to "seat time" or the walls of a school building." (<http://education.ohio.gov/getattachment/State-Board/State-Board-Reports-and-Policies/Ohio-s-Credit-Flexibility-Plan/FINAL-CreditFLEX-8-4-ExSummarySPREADS.pdf.aspx>)

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.

NA

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

260,632.00 * 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, RttT 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.).

We estimate EDWorks' fees at \$128,354 for the planning phase and \$132,278 for TA throughout the first year of coaching. That's a total of \$260,632 for EDWorks.

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.

Through reallocation of existing resources and cost savings, schools will be designed to operate within district per-pupil allocation once the initial innovation phase is complete.

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, both human and financial, 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 expenditure in others. For instance, in some cases, schools will re-purpose funds for textbook or other instructional materials to support blended learning licenses. In some cases, ECHSs may be able to re-purpose resources for some supports in the guidance area to other student resources, due to savings achieved as a college admissions counselor will assume some functions formerly provided by the high school. An initial return on investment study of Ohio Early College High Schools was conducted by national school finance expert, Augenblick, Palaich and Associates (APA) in 2008. Even at that early stage, APA was able to project significant long-term savings to the state. That study answered the question, "By investing in schools designed to combine the high school experience with up to two years of college and propel underserved students toward a postsecondary degree in an accelerated timeframe, what financial return can the state expect in terms of a more educated citizenry and increased tax revenues? APA examined the costs associated with a sample of early college high schools in California, New York, Ohio, and Texas, states that are initiating large numbers of these schools. It then compared the estimated educational and financial benefits for individuals, schools, and the state to those for traditional high schools. The analysis suggests that policymakers might expect to yield \$1.33 to \$2.11 more for every dollar invested in early college high schools than in traditional high schools over the course of 15 years, and \$2.51 to \$3.95 more over the course of 25 years. That is without including the return for individuals that, as APA illustrates, could be far greater for graduates of early college high schools earning a Bachelor's degree than for graduates of traditional high schools because they will have paid less college tuition and attained their degrees more quickly. That early study gives the Consortium confidence that this new analysis will identify more detailed and distinct savings, now that the ECHS have nearly a decade of sustained operations "under their belts," and EDWorks has streamlined the ECHS design.

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.

Once the intensive design process described in item 12 above is complete, members of the Consortium will be able to continue designing and "tuning" lesson plans during regularly-scheduled common planning time and teacher meetings. Members of the Design Teams act in a "train the trainer" capacity, leading the continued development work in their schools. With creative scheduling, schools can release teachers for learning walks and "intensive study tours" at one of four Early College High Schools demonstration sites: Akron Early College; Youngstown Early College; Reynoldsburg Early College, and Canton Early College. The contract with EDWorks includes on-site coaching and mentoring during the first year of implementation at each school, as well as access to an online platform that supports badging. The grant also includes the first year of licenses for blended learning software. During the first year of implementing blended learning resources, schools will have time to reallocate existing textbook and curriculum resources to cover future licensing fees. The Cincinnati Hills Consortium Fast Track schools will become a member of the existing Ohio Early College Association, where it will continue to receive mentoring from their peers statewide. Further, EDWorks' Fast Track ECHS design provides a blueprint for K-12 districts, institutions of higher education and their communities to help students earn up to two years of college credit during their four-year high school career - all for about the same amount of money communities current spend on a student's high school education. For an

average annual per-pupil expenditure of \$9,000 a Fast Track Early College will become self-sustaining with an enrollment of 430 students; with a per-pupil expenditure of \$10,591 (the national average), a Fast Track ECHS can become self-sustaining with an enrollment of 238. Per-pupil expenditures in these six districts range from just over \$9,000 to \$14,000-plus, putting long-term sustainability of this Fast Track ECHS well within the reach of this Consortium. There will be a greater utilization of shared resources in the classroom as an outcome, sharing staff and resources among the district and higher education sites. The full extent of the savings will materialize over the course of the planning process funded through this grant.

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

Plan (MM/DD/YYYY): 01/08/14

* Narrative explanation

Launch the the Identity Development and Visioning process with the School Design Team through SWOT analysis, 2020 Forecast, text-based discussions. Begin to develop draft guiding documents: Program of Study Framework, including portrait of a student, habits of mind, 21st century skills, central message, approaches to teaching and learning. Focus on STEM and arts integration, innovation and design thinking, and Early College principles. Provide Consortium-wide professional development in 21st century skills, the future of education and workforce needs. Continue to build out foundational knowledge among Design Team members. Finalize guiding documents for the program of Study Framework. Launch an exploration of blended and competency learning, badging systems and flex time, both within the Design Team and across the Consortium. Launch community engagement and education process focused on future workforce needs and learning modalities. Continue embedded teacher professional development, adding information on brain research and its impact on teaching and learning.

Implement (MM/DD/YYYY): 03/08/14

* Narrative explanation

Launch the curriculum development process with the Design Team. Develop grade-level "buckets" of knowledge and skills based on the Common Core and college ready standards. Using the backwards design process, identify curriculum anchors (big ideas, enduring understandings, and essential questions), pacing guides and curriculum maps. Introduce design thinking processes and begin developing quarterly Design Challenges. Monitor implementation of school-based professional development and expand work with teachers to include specific high payoff instructional strategies. Identification of 8th grade students for the ECHS program through teacher recommendations and other school data. Begin organizational development and strategic planning with the Design Team. Focusing on climate, culture, Summer Bridge programs, advisories and just-in-time interventions and preventions. Examine facilities to identify space for innovation. Begin development of the flexible schedule. Continue the curriculum development process with the Design Team. Introduce growth mindset strategies to Design Team members and teachers across the consortium. Meet with perspective parents of students selected for the ECHS program. Complete the organizational development and strategic planning processes with the Design Teams, focusing on human resource deployment, budgeting, signature events, planning for ongoing, embedded professional development. Prepare teachers to engage in curriculum development and design thinking processes. Through an intensive Summer Institute, fully engage teachers in curriculum development, fleshing out units of study, designing lessons, rubrics and assessments, completing quarterly design challenges. Work with the Design Team to conduct an assessment of readiness to open the new Fast Track ECHS in fall 2015. Prepare students for a week-long Summer Bridge Leadership Induction Program. Implement the newly-design schools. Continue embedded teacher professional development in common planning time. Use creative scheduling to establish a system of "instructional rounds" and "study tours" among the schools in the Consortium. Convene the Design Teams on a quarterly basis to tune curriculum and school designs, discuss challenges and solve problems arising with implementation. Bring lessons learned from K-8 implementation, blended and competency learning, badging and flex time to members of the Ohio Early College Association. Through the Design Teams, gather data for formative evaluation practices. Engage in the state Straight A evaluation, as needed.

Summative evaluation (MM/DD/YYYY): 07/08/14

* Narrative explanation

Use the Design Teams to reflect upon lessons learned and develop a summative evaluation of progress.

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

By the end of this grant period in June 2014 Consortium members will be ready to open their schools in fall 2015 with: New or fully-formed, cohesive identity for the Fast Track Early College High School; Curriculum driven by the primary themes/focus areas in the school identity; curriculum that is integrated or tightly aligned across the content areas; A preponderance of inquiry-based instructional practices in units and lesson designs, with teachers prepared to fully engage the students through problem-based, project-based or other similar hands-on learning modality; More intense levels and requirements for reading and writing in all content areas; Informational text, technical text and writing assignments that reflect the primary themes/focus areas in the school identities; Quarterly Design Challenges that fully integrate local business and community partners in the research, design and formative assessment process; As a result of the Triage Process and more focused or expanded use of blended learning, Consortium members will begin to close the achievement gap for targeted students; High School schedules will provide 3 highly-focused career pathways for students, seamlessly integrating high school and college courses; pathways will provide multiple opportunities for students to earn professional certificates, in addition to 24-60 hours of college credit.

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.

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; 95% continue in higher education; and 87% persist to a four-year degree - in urban areas where only 78% of students, on average, even graduate from high school. Early College High Schools have been recognized among the best schools in the country by U.S. News and World Report. ECHSs 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 and social studies. Within the last month, the U.S. Department of Education named the Akron Early College High School a national "Blue Ribbon" school.

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

Yes

No

22. If so, how?

With its well-developed planning process, established demonstration sites and existing Ohio Early College Association, this project is ready for replication in other Ohio districts. Through OECA, 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.

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

This initiative will not only move these six high-performing districts to 100% of students deemed college and career ready, it will establish a model for developing and supporting Fast Track ECHS in similar districts in Ohio and beyond.

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.

Specific Benchmarks: By the end of June 2018, Consortium should have a fully-functioning Fast Track Early College High School, with a sustained enrollment of some 250 students; The school will offer 3 career pathways for students that seamlessly blend high school and college coursework; Every graduate of the Fast Track ECHS will attain a minimum of 25 semester hours of college credit; A minimum of 1 in 4 students will complete an Associate degree or 40 semester hours of transferrable college credit during their four-year high school career; Students will, on average, earn 40 hours of college credit during their high school career; Any student who does not earn an Associate degree or 60 hours of transferrable college credit will earn a professional certification (such as Cisco certification or STNA health care licensure)

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 nature of the initiative requires a thorough evaluation that documents both the baseline and the programmatic outcomes including the foundations laid for long-term sustainability of the Early College programs. 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 (2004-2009), (AIR, Edvantia, McCREL 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 Evaluator will be named and contracted no later than January 30, 2014. Baseline measures will be completed by March 1, 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. Follow-up measures will document the progress toward program goals and allow for adjustments to implementation timeline or process as necessary. Areas of concern identified in this process will be addressed by the technical assistance coaches of EDWorks. 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 detailed previously. Benchmark activities include but are not limited to the development of the design teams, execution of design and planning activities and the specific site implementation timeline. In addition to the program activities outlined as part of this proposal, plans developed by design teams will be tracked for efficacy of implementation. 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.

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" Tyrone Olverson, Superintendent, Finneytown Local School District, 10/25/2013