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Adjusted Allocation 0.00
Remaining -208,449.00
Great Oaks Institute of Technology (051060) - Hamilton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (453)

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/Workforce Connections: Preparing Students for Careers and College

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 8 you seek to achieve. Please limit your responses to no more than three sentences.

Many students entering the workforce are not completing college - and the training needed for employment - because of overwhelming barriers that include lack of academic preparation and career focus. This program will place students into a business environment where they can see the pathway between school and meaningful work while progressing toward continuing education. With the direction of a part-time coach, students will be matched with a business partner and receive structured experiential learning opportunities that are aligned with their high school coursework.

420 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
First Name, Last Name of contact for lead applicant: Dr. Roberta White
Organizational name of lead applicant: Great Oaks ITCD
Unique Identifier (RN/Fed Tax ID): 051060
Address of lead applicant: 3254 East Kemper Road, Cincinnati, OH 45241
Phone Number of lead applicant: 513.612.3646
Email Address of lead applicant: whiter@greatoaks.com

5. Secondary applicant contact: - Provide the following information, if applicable:
First Name, Last Name of contact for secondary applicant: Janae Urbanik
Organizational name of secondary applicant: Partners for a Competitive Workforce
Unique Identifier (RN/Fed Tax ID): 
Address of secondary applicant: 441 Vine Street, 300 Carew Tower, Cincinnati OH 45202
Phone number of secondary applicant: 513.686.2967
Email address of secondary applicant: janaice.urbanik@uwcg.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).
* 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 commissioned assignment, 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.

Great Oaks Institute of Technology and Career Development, one of the largest career centers in the country, is the career-technical department for 36 school districts in southwestern Ohio. Great Oaks annually serves 14,000 youth and 52,000 adults through its four campuses as well as school and business locations. Great Oaks has earned national recognition from educational, business, and government organizations for its innovative programming in creating career pathways for students that meet local workforce demands and bridge the gap between education and business. Great Oaks is closely tied to student outcomes through the participation of over 1,000 partners who serve on advisory committees, provide work site experiences, act as mentors and employ students. These students select from 40 career options and can earn college credits and industry certifications for their work. 92% of graduates are employed, continuing education or both. Students are successful at Great Oaks because they begin a career path based on their interests and aptitudes that lead to continuing education and professional advancement. Academics are integrated into career competencies and worksite experiences augment classroom instruction. Steve Jackson, our Senior Vice President, will be responsible for managing this grant. Mr. Jackson has been with Great Oaks for thirty-five years. In the nine years he has served in his current position, he has been responsible for managing innovative grants in workforce training, career-technical programming, professional development, career enhancement and literacy programming. Last year alone, these and federal grants amounted to $4,953,794. They included monies from the US Departments of Labor and Education and the Ohio Department of Education. Mr. Jackson is also responsible for the programs in satellite programming located in business sites and affiliate schools which serve 11,000 students in programs aimed at building career pathways. In addition, he oversees the network of over 1,000 business advisory committee members, who are responsible for providing feedback to the director and employment to students. He is, therefore, the ideal candidate to work with our affiliate schools, administrators and business partners in building career pathways for students. Partners for a Competitive Workforce (PCW) is a tri-state partnership based in Cincinnati that is focused on meeting employer demand by growing the skills of the current and future workforce. PCW partners include over 150 secondary and post-secondary educational institutions, businesses, workforce investment boards, chambers of commerce, service providers and other community organizations. Janae Urbanik has been the Executive Director of the Partnership for four years. She was selected because of her extensive background in management at Procter & Gamble, as well as management consulting. On this project, we will be working directly with Sean Kelley, the Director of the Talent Pipeline Initiative. With his background in business, education and government and the support of the Partners' expansive network, he is the key person in the tri-state region to bridge the gap between education and business. Mr. Kelley can open doors to additional business partners, and work with our project leader to establish work site experiences that develop a career path for young people and potential employees for business. An innovative outcome of a project the team has worked on together is the Health Careers Collaborative. In partnership with area hospitals, skilled health-care workers were trained to meet job shortages in the industry. This model has been replicated in other industries and received national commendations. Since 2008, 6,100 workers have been trained in three career pathways and 82% obtained employment. Great Oaks trained 42% of this number.

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.**

An era in which education has never been more important to economic success, the U.S. has fallen behind many other nations in educational attainment and achievement. Within the U.S. economy, there is also growing understanding of the skills gap and the market for skilled workers. This gap is a major challenge for the nation as it faces an aging workforce and an increasing demand for skilled labor.

As young people go on to college in increasing numbers, why is there a growing skills gap? One of the reasons is that measurements focus on the increasing numbers of students entering college, not the numbers that complete. In Ohio, 23% skill gap is anticipated in 2020. 59% of the jobs in 2020 will require a certificate or college degree. Presently, only 36% hold a postsecondary degree. In an alarming study by the Governor's Association, of 100 Ohio students who enter college, only 40 will have graduated in eight years. Remediation courses rarely work and students often take elective courses that have little or no value. While 75% of American college students attend part-time, only 25% ever graduate. This 2011 study provided new information that estimates K-12 programs more adequately prepare high schools with a transition to college. (Complete College America, The Governor's Association, 2011) So what can be done to make completing a postsecondary program of study an attainable goal for high school students? This application will be used to designate high schools that are preparing students for the current job market.

How can students prepare for the workforce? Generating a workforce ready for today's businesses in Cincinnati are eagerly looking for trained employees, and Great Oaks has an excellent reputation with innovative programming to meet these needs. Businesses in Cincinnati are eager to explore opportunities for other student placement. The workforce liaison will work in tandem with Partners for Competitive Workforce who is already well prepared to integrate new initiatives into their program of study and tangible opportunities in the labor market. *To improve student's transition from high school to meaningful work, the College and Career Ready in the 21st Century study highlights programs that provide: - Community-based career information - Structured job shadowing - Career plans that build on the practical knowledge gained through job shadowing - Guidance services fully integrated with the career college and college counseling.*

**12. Describe how it will meet the goal(s) selected above.**

The majority of the funds in the budget will be for salaries, a full-time, in-classroom instructor and an on-site supervisor. The career coaches will visit students at job sites to ensure the student has acclimated to the job site and is working in a meaningful and safe environment. Career coaches at each school: - Establish relationship with school administrators and counselors - Take interested students through selection process - Meet with business to clarify expectations - Visit students on weekends - Provide formalized follow-up with all stakeholders Connect school to career Often times students do not understand the real application of academic coursework. In order to provide this understanding, students must begin more focused experiential learning in the workplace. Students’ work with employers will provide them with a stronger comprehension of these academic opportunities along with their future career goals. Students must develop the process to confirm their learning in the workplace.

13. **Financial Documentation.**

- Enter a project budget
- Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast
- Identify business needs for the second year
- Allow students to explore structured job shadowing. The career coaches will visit students at job sites to ensure the student has acclimated to the job site and is working in a meaningful and safe environment. Career coaches at each school: - Establish relationship with school administrators and counselors - Take interested students through selection process - Meet with business to clarify expectations - Visit students on weekends - Provide formalized follow-up with all stakeholders. (The Governor's Association Study concluded: “A major reason is that too many can’t see a clear, transparent connection between their program of study and tangible opportunities in the labor market.”)

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

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<tr>
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</tr>
<tr>
<td>Total project cost</td>
<td>$295,880.00</td>
</tr>
</tbody>
</table>

15. What new/recurrent costs of your innovative project will continue once the grant has expired? If there are no new/recurrent costs, please explain why.

- Enter a project budget
- Enter a project budget
- Enter a project budget
- Enter a project budget

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

- Enter a project budget
- Enter a project budget
- Enter a project budget

17. **DILLING key personnel.**

The workforce liaison will have the following responsibilities: Coordinate with the local Workforce Investment Board (WIB) in determining participating businesses - Establish a selection process for students - Set up online and group training at each school - Work with career coaches, businesses, students and others to align students with the appropriate experiential learning environment - Meet regularly with the career coaches and evaluate student progress - Troubleshoot any issues and continue to evaluate - Aggregate project outcomes for individual student achievement and continuous improvement Career coaches at each school: Establish relationship with school administrators and counselors - Take interested students through selection process - Meet with business to clarify expectations - Visit students on weekends - Provide formalized follow-up with all stakeholders. (The Governor's Association Study concluded: “A major reason is that too many can’t see a clear, transparent connection between their program of study and tangible opportunities in the labor market.”)

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 for your project 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): 01/22/2014 through 3/7/2014

* Narrative explanation

January 1, 2014-February 15, 2014 - Appropriate program personnel will be recruited and trained during this timeframe. February 16, 2014-March 7, 2014 Career coaches will: - Coordinate with affiliated districts and PWC regarding program implementation - Market the program to school counselors, parents, students

February 16, 2014-March 15, 2014 Workforce liaison will: - Coordinate with businesses for experiential learning opportunities March 8, 2014-March 21, 2014 Career coaches will: - Select students for program based on application submissions (via formalized application) - Begin Workforce 151 coursework and implement mentorship program with students - Complete program pre-surveys with students and families March 22, 2014-April 4, 2014 Career coaches and workforce liaison will: - Place students in appropriate job shadowing experiences April 7, 2014-May 19, 2014 - Students complete on-site experiential learning at local employers with ongoing support from career coaches

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

As outlined in the Business Engagement in Education Report (2013), research has shown that: Young people benefit greatly when they have the opportunity to meaningfully integrate classroom instruction with work-based learning. Indeed the willingness of students to stay in school, attend class, and do the work they need to succeed in high school is strengthened when they have a chance to see their classroom learning in action and to forge a link between school and real-life work experiences. This same idea is supported in a 2011 report from Harvard Graduate School of Education called Pathways to Prosperity which states: Students drop out of high school and college for many reasons...But certainly a major reason is that too many can't see a clear, transparent connection between their program of study and tangible opportunities in the labor market. Many of these students are frustrated by an education they often find irrelevant and removed from the world of work. And given the barriers-including weak or nonexistent career counseling, rising college costs, inadequate financial aid, and the frequent need to balance their courses with jobs that are often totally disconnected from their programs of study—it is a minor miracle that so many still manage to complete a degree. It is critical to create a program that is intentional about bridging the historical divide between business and education. This program will directly impact student achievement, increasing the number of students who are frustrated by an education they often find irrelevant and removed from the world of work. And given the barriers-including weak or nonexistent career counseling, rising college costs, inadequate financial aid, and the frequent need to balance their courses with jobs that are often totally disconnected from their programs of study—it is a minor miracle that so many still manage to complete a degree. It is critical to create a program that is intentional about bridging the historical divide between business and education. This program will directly impact student achievement, increasing the number of students who are frustrated by an education they often find irrelevant and removed from the world of work.

Great Oaks is the Career-Technical Planning District (CTPD) for 36 affiliated districts in Southwest Ohio. The original scope of the grant is intended to serve 6 local districts and students enrolled in Great Oaks career-technical programs. Once the grant is in year two, additional districts, starting with our affiliated districts in Clermont, Hamilton and Warren Counties will be added as the Workforce Liaison and PWCS's time allows. Three additional job coaches will be added, as partnering employers pay their sliding fee for participation.

As the Business Engagement in Education Report states: Strategic partnerships between schools and businesses have a tremendous impact on the lives of young people and the effectiveness of schools. In short, when businesses and schools collaborate; the partnership generates meaningful improvement in student achievement and promotes innovation across the education process. And there is another reality the report discusses which is facing our local school districts and demonstrates the need for business involvement: "...in our current times of scarce resources and increasingly strained school capacity, businesses' active engagement in the education process is increasingly critical. Business leaders and professionals are uniquely positioned to work with schools to educate, inspire, and engage students while helping to develop the talent pipelines for the workforce of tomorrow. The return on their collaboration with educators has consistently shown to be significant for all parties involved: students benefit, as does the school and the business, as well as the community. As this report clearly highlights, "the bottom line for business and education is that partnerships and collective action is a powerful formula for improving both the quality of student achievement and the opportunity to learn." And the bottom line for businesses: "you are offered few opportunities to engage in career exploration and given little useful information on postsecondary options. The result is that a career development is often the by-product of the educational curriculum with a "figure it out as you go along" mentality prevalent among educators and students regarding career exploration. (Dykman, Wood, Ingram, Pemiston, et al., 2003)

26. 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.

Program evaluation outcomes will be gathered through the following methodologies: - High School graduation rates - District Mission - College completion rates: student longitudinal data via online or mailed surveys - Pre and post surveys of students and parents during Workplace 151 and data collection with Career Coaches - Professional survey of the program of job shadowing program with students, parents, employers. - All survey data will be gathered for a 6-week program cycle which serves the first students. Once the first wave of data is gathered, program staff will review and evaluate data for program revisions. This review will also include other stakeholders as necessary (i.e. employer, parents, students) who can discuss program effectiveness. If short-term outcomes are not met during the first cycle of implementation, program refinements will be made before the next wave of students are served. To take the model to other districts in Ohio, Great Oaks is well positioned at conferences and submit articles for publication. We have been asked frequently to present at workshops and publish articles for the following organizations: Ohio School Boards Association, Buckeye
Association of School Administrators, the Ohio Association of Career-Technical Education, the Ohio Association of Career-Technical Superintendents. They would all be receptive to replicating this model to enhance the educational experience of Ohio youth.

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, Dr. Roberta White, CEO/Superintendent, Great Oaks ITCD, 10/25/2013