

Budget

James A. Rhodes State College (064501) - Allen County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (508)

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		37,500.00	18,000.00	0.00	61,500.00	0.00	0.00	117,000.00
Support Services		0.00	0.00	223,000.00	10,250.00	0.00	0.00	233,250.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	43,500.00	0.00	0.00	0.00	43,500.00
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	1,535,500.00	0.00	1,535,500.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		37,500.00	18,000.00	266,500.00	71,750.00	1,535,500.00	0.00	1,929,250.00
Adjusted Allocation								0.00
Remaining								-1,929,250.00

Application

James A. Rhodes State College (064501) - Allen County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (508)

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:Northwest Hospitality Bridge Academy of Ohio

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.

The Northwest Hospitality Bridge Academy of Ohio will allow the educational, business, and community partners to accomplish significant goals related to improving student achievement in culinary arts and hospitality management as it relates to the Science, Technology, Engineering, & Mathematics (STEM) fields. This collaboration with high school/career technical partners will improve student persistence, retention and graduation rates by substantially (1) increasing dual enrollment options to promote student success, (2) providing advanced credentialing opportunities for high school teachers, and (3) using innovative instructional methods for course content delivery. The sharing of resources between partners will result in state spending reductions, decreasing student debt for higher education, and sustaining a model for the secondary and post-secondary mission alignment and community collaboration.

144 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Dr. Debra L. McCurdy

Organizational name of lead applicant: James A. Rhodes State College

Unique Identifier (IRN/Fed Tax ID): 064501

Address of lead applicant: 4240 Campus Drive

Phone Number of lead applicant: 419-995-8200

Email Address of lead applicant: mcurry.d@rhodesstate.edu

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

First Name, last Name of contact for secondary applicant: Jill Ackerman

Organizational name of secondary applicant: Lima City Schools

Unique Identifier (IRN/Fed Tax ID): 044222

Address of secondary applicant: 755 St. Johns Avenue

Phone number of secondary applicant: 419-996-3422

Email address of secondary applicant: jackerman@limacityschools.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.

Judy Wells, Superintendent, Apollo Career Cnter, 050773, 3325 Shawnee Rd., Lima, OH, 45806, 419-998-2910, judy.wells@apolloc.org Cynthia Wood, CEO, Veteran's Memorial Civic and Convention Center, 7 Town Square, Lima, OH, 45801, 419-224-5222, cwood@limaciviccenter.com David Berger, Mayor, City of Lima, 50 Town Square, Lima, OH, 45801, 419-221-5202, mayor@ciyhall.lima.oh.us John Nixon, Lima City Council President, 1729 Sherry Lee Dr., Lima, OH, 45807, 330-904-0620, nixonjt@wcoil.com Jed Metzger, CEO, Lima/Alen Co. Chamber of Commerce, 144 South Main Street, Lima, OH, 45801, 419-222-6045, jmetzger@limachamber.com Jeff Sprague, President, Allen Economic Development Group, 144 S. Main St., Lima, OH, 45801, 419-222-7706, spraguej@AEDG.org Bobby Das, Owner Manager, Travelodge, 805 S. Leonard Ave., Lima, OH, 45804, 419-227-2221, dasb8@gmail.com Aubree Kaye, Executive Director, Downtown Lima Inc., 144 S. Main St., Suite 144, Lima, OH, 45801, 419-222-2686, aubree@downtownlima.com Kathy Keller, Director, SBDC District 3, 4240 Campus Drive, Lima, OH, 45804, 419-995-8184, keller.k@rhodesstate.edu Nancy Osborn, Consultant, Northwest Ohio TechPrep, 2280 State Route 540, Lima, OH, 43311, 419-995-8811, osborn.n@rhodesstate.edu John Heaphy, President, Good Food Hospitality Management, 1860 South Dixie Hwy., Lima, OH, 45804, 419-234-1395, jmhdaz@hotmail.com Daniel Peterson, General Manager, Courtyard by Marriott, 936 Greely Chapel Rd., Lima, OH, 45804, 419-222-9000, dan.peterson@marriott.com Jeff Tracy, President, Tracy's Appliances, 4064 Elida Rd., Lima, OH, 45807, 419-223-4786, jeff.tracy@brandsource.com Brad Will, General Manager, Holiday Inn, 83 S. Leonard Ave., Lima, OH, 45804, 419-879-4000, brad.will@mwlodging.net Annette Swisher, General Manager, Wingate Hotel, 175 W. Market St., Lima, OH, 45801, 419-228-7000, aswisher@wingatelim.com Jay Begg, County Commissioner, Allen County, 301 N. Main St., Lima, OH, 45801, 419-228-3700, jbegg@allencountyohio.com Robert Nelson, Principal, Main Catering of Lima, Ltd., 306 N. Main St., Lima, OH, 45805, 419-604-0805, rob@metblock.com

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.

1) Dr. Richard Woodfield serves as the Interim Vice President for Academic Affairs at Rhodes State College in Lima, Ohio. Dr. Woodfield began his tenure at Rhodes State in 1992 as the Chair of the Respiratory Care Program and subsequently served as the Dean of Allied Health and the Associate Vice President for Academic Affairs. Dr. Woodfield's experiences include his role as Project Director on a \$1.9 million U.S. Department of Labor grant to share academic programs between public and private colleges and universities that resulted in increased access to healthcare practitioner education in 25 mostly rural counties in Northwest Ohio. 2) Brenda Rizer serves as the Dean of Business and Public Services Division at Rhodes State College. Dean Rizer began her tenure at Rhodes State as the Chair of the Management and Marketing Program in 2002 and was promoted to the rank of Assistant Professor. Innovative activities include a recent mathematics pilot project looking at contextualizing the College's Math of Business course to improve student retention and overall outcomes. Dean Rizer championed a One-Night-A-Week accelerated degree option. 3) Misty Lee serves as the Food Service Management Instructor in the Career and Technical Department at Lima Senior High School. In 2000 Ms. Lee began her teaching career at Lima Senior as Culinary/Food Service instructor. Ms. Lee has been instrumental in the development and growth of the Culinary Kitchen program at Lima Senior High School. 4) Carrie Hamilton serves as Lead Instructor of the Culinary Arts program at Apollo Career Center. Ms. Hamilton graduated from The Ohio State University with a BS degree in Human Ecology Education specializing in Culinary Arts and Food Service Management. In 1998, Ms. Hamilton received a MS degree in Curriculum and Supervision from Wright State University. Ms. Hamilton maintains teaching certifications for Culinary Arts and Food Service Management (Vocational School) and Home Economics (High School 7-12). Ms. Hamilton began teaching at Apollo in 2000, converting the Commercial Foods program into the Culinary program in 2003. 5) Cynthia Wood serves as the Chief Executive Officer for the Veterans Memorial Civic and Convention Center of Lima/Allen County. Ms. Wood joined the VMCC in 2009 and has led the facility's transformation in strategic planning, operational updates, community collaborations, and a major gifts fund development campaign. Ms. Wood is a graduate of The Ohio State University Fisher College of Business and Bowling Green State University, with a Master of Education degree in Career and Technology Education and is a graduate of the Venue Management School through IAVM. 6) Ann Selhorst serves as the restricted fund accountant at Rhodes State College for the past two years, monitoring federal and state grant accounting and compliance. Ms. Selhorst has a BSBA in Accounting and an MBA in Finance and has worked in various accounting and finance positions for two large, publicly traded companies during her career. Ms. Selhorst maintains a practicing status as a CPA in the State of Ohio. 7) Becky Burrell serves as the Vice President for Institutional Effectiveness & Assistant to the President for Planning at Rhodes State College. She oversees the institutional research, assessment, and grants areas. Ms. Burrell is responsible for leading campus development activities that support operational and strategic planning and the assessment of outcomes-based programming with special emphasis on ensuring the evaluation and application of Key Performance Indicators and Student Learning Outcomes across academic and non-academic units. Prior to working at Rhodes State, Ms. Burrell managed planning and accreditation activities at Cincinnati State Technical & Community College and has 14 years of administrative and experiential education practice in science museums.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

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

- Student achievement
Spending reductions in the five-year fiscal forecast
Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one):

New - never before implemented

Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

Mixed Concept - incorporates new and existing elements

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

The Northwest Hospitality Bridge Academy of Ohio (NHBAO) is a collaborative educational pathway between Rhodes State College and two principal partnering career technical centers to build an integrated culinary arts and hospitality management curriculum. The new curriculum will facilitate the awarding of college credit within the high school courses and improve student articulation to higher education. An overarching goal is to help high school students realize graduation goals that include high school diplomas, industry recognized and college credit bearing certificates, and articulation pathways to associate and baccalaureate degrees. The NHBAO will provide assistance to the high school general education faculty to facilitate credentialing that enables the provision of college credit for English Composition, Mathematics, History, and Public Speaking. College-level general education courses offered at the high school will be approved through Ohio's guaranteed transfer processes so that the credit earned in the high schools will seamlessly transfer to any University System of Ohio college or university. For those high school students who need assistance in college readiness preparation, a contextualized curriculum will be designed to facilitate learning much like the state of Washington's Integrated Basic Education and Skills Training Program (I-BEST), which is a nationally recognized model that efficiently boosts students' literacy and work skills so that students can earn credentials. For example, utilizing mathematic skills within the context of measuring, unit conversion, adjusting recipes for larger or smaller production, and applied business management skills will help students connect abstract principles to more readily understandable lessons through applied learning designs. Rhodes State College is a recipient of a National Science Foundation, Advanced Technological Education grant that funded collaboration between Rhodes State and our K-12 and career center partners for developing, implementing, and assessing a high school senior level mathematics course for students who are not intending to pursue four-year degrees in STEM, but who could pursue two-year STEM programs upon graduation. This three year grant project involved 24 high schools with the potential of two math teachers from each school to develop math course curriculum and participate in professional development. Adding to this exciting partnership proposal is the inclusion of the publicly owned Veterans Memorial Civic Center where the college will establish their culinary arts laboratories and classrooms. Not only will these renovations allow for the college to bring an academic program to downtown Lima, the high schools programs will also have access to these new culinary arts spaces that will allow for an expanded teaching opportunity and learning experience. The new learning facilities at the Civic Center will enable an expanded high school curriculum capacity through the addition of advanced skills such as restaurant styled line and short-order cooking, environmentally controlled baking, and pastry cooking. Further outreach to additional education partners will allow other career technical centers to articulate with Rhodes State College which will provide regional access to culinary arts and hospitality management associate degree education. Partnerships with other Ohio two-year colleges may provide added pathway opportunities. Articulation agreements with Ohio four-year colleges and universities will connect this project to baccalaureate degree programs and provide a comprehensive educational pathway.

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.

This proposal seeks to achieve goals in student achievement, spending reductions in the five-year forecast, and utilization of a greater share of resources in the classroom. The student achievement goal will be accomplished by pathways that connect high school, associate degree, and baccalaureate degree institutions. Utilizing the Ohio Board of Regent's (OBOR) Transfer Assurance Guides (TAGs), Transfer Module (TM), and Career-Technical Assurance Guides (CTAG), the partner high school faculty will teach college-level transfer classes through dual enrollment bi-lateral agreements. High school students earning college credit will be more likely to complete high school and college programs with less accrued debt. This student achievement initiative will be enhanced with a web-based instructional design component. Students in both high school and college courses will benefit from three-dimensional (3D) laboratory instructional simulations that provide 24/7 access to supplemental learning materials. Virtual content delivery will include 3D games and simulations to provide active learner involvement through exploration, experimentation, competition, and cooperation. Research highlights that gaming supports learning through increased visualization and challenged creativity, and addresses the changing competencies needed in the information age: self-regulation, information skills, networked cooperation, problem solving strategies, and critical thinking. Additional technology for capturing classes through digital video capture will enable lectures and demonstrations to be archived for supplemental instructional purposes as well as provide community outreach. The Allen County region has been the recipient of a \$1.2 million Centers for Disease Control grant for the Activate Allen County public health project that endeavors to educate and inspire people to make healthy choices by increasing access to healthy foods and opportunities for physical activity. This program will partner with Activate Allen County to provide public health education. High School students enrolled in the culinary arts program will do public service styled clips on kitchen safety and food preparation to be aired on a local open access station and the internet as capstone projects. Spending reductions in the five-year forecast total \$40,000. Each high school would see an initial \$18,000 support for professional development, \$30,000 in marketing, and \$30,000 in curriculum development in the first year of this project. Subsequent reductions of \$4,000 in professional development and \$5,000 in marketing for years two through five for each high school will be sustained by support provided by Rhodes State. The total grant support yields a \$78,000 in support for each high school with an additional combined reduction of \$40,000 in years two through five. With each high school partner enrolling over 12 students in both the junior and senior years of their program, 50 students earning between 2 to 4 courses each year could yield as much as \$80,000 in State Share of Instruction (SSI) savings each year. The five year savings in SSI may be \$400,000. Overall return on investment for the State of Ohio for this project could reach \$440,000 in combined reductions in high school spending reductions and lowered SSI expenditures. Utilization of classroom resources will be achieved through collaborations between the high school culinary arts programs and the community-based collegiate culinary arts laboratory. This proposal brings the Veterans Memorial Civic and Convention Center into partnership with the College. The Civic Center located laboratory will be utilized by the high school programs so that new curriculum additions can be incorporated into the secondary programs. For example, current high school kitchens are not designed for teaching a restaurant line cooking experience.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

Not Applicable

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

1,929,250.00 * 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).

Salaries and Wages (100): \$37,500 for two full-time College culinary faculty for the last half of FY14. The college will sustain both faculty positions on a full-year basis after FY14 implementation. Employee Retirement and Insurance Benefits (200): \$18,000 at a rate of 48% Purchased Services (400): \$266,500 total in FY14 3-D Web Designer for coursework materials (\$90,000); marketing to include web-related promotion, commercial advertisements and creation of course videos and streaming live courses (\$90,000); Project Manager to oversee the installation of the required kitchen facilities (\$30,000); equipment maintenance agreements (\$10,000); printing/copier costs (\$3,000); professional development of College faculty to maintain industry credentials, attend relevant industry workshop and conferences and host advisory committee meetings (\$7,500); and tuition reimbursement /professional development of high school instructors towards Ohio Board of Regent Transfer Assurance general education credential requirements to instruct College credit courses (\$36,000). Supplies and Materials (500): \$71,750 total in FY14 Instructional supplies including initial purchase of cookware, serving items and stocking of pantries (\$61,500); paper materials and office supplies (\$250); other materials and supplies including linens and miscellaneous cooking items (\$10,000) Capital Outlay - New (600): \$1,154,500 for the complete remodeling of a 2,100 sq. ft. building floor and the installation of the culinary kitchen facility furniture and equipment. This will include demolition, framing for new walls and doors, drywall and painting, cabinetry, flooring, fire sprinkler modifications, plumbing, electrical and HVAC. Kitchen equipment to include installation of sinks, shelves and work tables, dishwasher, combination gas oven, fryer, griddle, freezer, refrigerators, range and exhaust hood, etc. Capital Outlay - Replacement (700): \$381,000 for the renovation of an existing 400 sq. ft. kitchen facility to be used as a pastry kitchen.

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.

188,250.00 * 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.

This project will have an annual recurring cost of \$188,250.00 after FY14 implementation imbedded in Operating Disbursements for FY 15 to FY19 on the Financial Impact Template. These costs include: Salaries and Wages (100): \$75,000 per year which covers the cost of two full-time College culinary faculty, \$37,500 each, who will provide instruction in specialized and advanced culinary courses like bakery and pastry, chocolate, fine dining, inventory control, and food and wine pairing which are not currently offered at Apollo Career Center and Lima High School. College faculty will also work with high school instructors on sharing of best instructional practices in culinary education. Employee Retirement and Insurance Benefits (200): \$36,000 per year which covers the retirement and insurance benefits of the two full-time College faculty. Currently, the College calculates benefits on 48% of salary as a standard. Purchased Services (400): \$37,000 per year which covers maintenance agreements for equipment repair (\$10,000); printing/copier costs (\$1,500); marketing (\$10,000) which includes cost of creating videos and streaming live courses to the high schools; professional development of College faculty to maintain industry credentials, attend relevant industry workshop and conferences and host advisory committee meetings (\$7,500); and tuition reimbursement/professional development of high school instructors towards Ohio Board of Regent Transfer Assurance general education credential requirements to instruct College credit courses (\$8,000). Supplies and Materials (500): \$40,250 per year which covers the costs for groceries (\$30,000), paper materials/office supplies (\$250), and cooking supply replacements due to breakage or use including serving pieces, pots and pans, or glassware (\$10,000).

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

90,000.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

This project allows for financial savings for the State of Ohio in multiple formats. The first being cost savings by the participating high school career technical programs. By forming a collaborative partnership between Lima City Schools, Apollo Career Center, and Rhodes State College, cost savings will be realized. In the initial grant supported phase, the high schools will receive \$36,000 in professional development, \$60,000 in marketing, and \$60,000 in curriculum development. Sustained support of \$8,000 in professional development provided by Rhodes State to high school faculty and \$10,000 saved in marketing through collaboration will be seen each year following the grant. The total first year support yield a \$78,000 for each high school for a total of \$156,000 with an additional combined reduction of \$40,000 in years two through five. Total savings for Apollo and Lima City Schools is a projected \$40,000 over the five years of this project. The dual enrollment plan within this project seeks to credential high school faculty to teach college-level general education courses in English Composition, Public Speaking, Mathematics, Psychology, and History. Each of these classes is worth three credit hours. An additional three classes within the high school culinary arts program is projected to be awarded credit with each of those classes having the potential of being worth three credit hours. This initial plan suggests eight college-level classes could be offered at the high schools. With each high school partner enrolling over 12 students in the junior and senior years of their program, 50 students earning up to four courses each year could yield as much as \$80,000 in State Share of Instruction (SSI) savings annually. The five year savings in SSI may be \$400,000. The overall return on investment (ROI) for the State of Ohio for this project could reach \$628,000 in combined reductions in high school spending reductions and lowered SSI expenditures.

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.

Sustainability of the Northwest Hospitality Bridge Academy of Ohio will be designed around enduring partnerships between educational and community partners. Costs associated with sustaining cooking laboratories will be borne by the College with funds supporting the associate degree program. High school partners will have access to these facilities through cooperative curriculum and dual enrollment courses. The pathway concept will help encourage student enrollments within the high school programs which in turn drives them toward college enrollment. Students exiting high school with college-level certificates can enter the workforce and decide to later enroll in the college program or decide to matriculate into college directly from high school. Collaborations between the college and high school program will further align with the State of Ohio's initiative to build work-based experiential learning through the development of Co-ops and internships. By developing such work-based experiences, college students can work as interns at the high schools providing teaching assistance and skill development with the high school students. This arrangement allows credit bearing experiences for the college students as well as providing teaching assistance within the high school programs. High school students will see the college students as models of what program completion and college enrollment can accomplish thus encouraging student retention and completion. Finally, the Straight A grant will allow for initial assistance to high school faculty to take needed graduate education to begin the process of becoming credentialed to teach college-level classes. Rhodes State will provide additional financial support that will sustain professional development assistance in years two through five of the 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): 09/15/2013

* Narrative explanation

The project evolved from the College communication with local high schools and career centers looking for a seamless pathway of study for students from high school/career center to associates degree in hospitality and culinary arts in West Central Ohio. The closest option for high school students is 90 miles away in Columbus, Toledo and/or Cincinnati. In collaboration with those partner high schools/career centers, the College developed this innovative project to meet the needs of high school student achievement towards a college degree by providing college credit for courses completed in high school and a pathway towards student achievement of a two year college degree. A project team consisting of College, high school and career center personnel overcame any scheduling barriers through the planning phase while developing the project's objectives, deliverables, cost savings and budget for each school. Numerous phone calls, emails and face to face meetings were conducted to meet planning timelines and planning deliverables. Besides the schools, key industry and community stakeholders were engaged in conversations to discuss project and impact on community and students.

Implement (MM/DD/YYYY): 12/18/2013

* Narrative explanation

Upon notification of grant award, the College will begin the implementation phase of the project which will include assigning a project leader, reconvening the project team, hiring of faculty; marketing and instructional designer consultants and construction firm. The College will work with the high school administration and instructors to begin providing tuition support for ten instructors to complete credentialing requirements. The project team will set goals and deadlines to achieve program success. Also, the College will file all necessary curriculum documentation with the Ohio Board of Regent and Higher Learning Commission. The project leader will communicate weekly updates and meet bi-monthly with the project team and College administration to discuss any unexpected barriers and work with the project team to find remedies for any issues. Communication will continue with industry, community members and students keeping them abreast of the project status.

Summative evaluation (MM/DD/YYYY): 10/31/2014

* Narrative explanation

The College expects to have 10 new and 20 second year students enrolled in the College's culinary program by start of Fall Semester 2014. Also, the high school to college pathway will be completed, the College will have received approval from all accrediting agencies, the laboratories will be open, some curriculum content will be available to high school instructors, joint marketing materials will be completed and high school instructors will be enrolled in graduate courses. Finally, the project success will be communicated to the community, industry and any and all stakeholders.

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

The collaboration of the high school career programs and the College to form this joint academy is a new level of engagement between secondary and post-secondary education in our region and represents a shift in organizational practices. Synergistic curricular designs will improve engagement across institutions as well as across the communities of interest. While this project is of significance, it lays the ground work needed for future engagement in additional STEM initiatives. Through collaboration, secondary and post-secondary education can build solutions that improve student retention and completion agendas so that students from all demographics are better served. Instructional changes are associated with the incorporation of technology into the instructional model. Instructional technology has improved so that interactive 3D demonstration and skill building experiences can be presented to the student before the class meets. This allows for more hands-on instruction and attention to be given to the students in the live sessions. Flipped classroom design shows that students watch lectures at home and master course outcomes in the laboratory improve student retention. There is growing evidence that this instructional design engages students with differing learning styles in a more effective manner and yields greater achievement. Faculty developing the content for this proposal will be trained in instructional game design and will work with an interactive instructional 3D designer to achieve the desired learning objectives. Any content requiring hands-on laboratory activities will be delivered at the college or partner site; and when appropriate, use interactive simulations which allow for better absorption of core knowledge due to the ability to contextualize standards, concepts, and rules. Video capture technology has been used in multiple formats at the College. This technology will be incorporated into this project to allow for lecture and demonstration archiving. This improves access to multiple learning resources to students and allows visual learners to watch demonstrations as many times as they like. Making these learning materials available on the web allows these supplemental instruction tools available at any time. Kinesthetic learners will benefit from the 3D virtual activities also available online. The resultant project will provide multiple active learning formats that engage students more fully and yields improved learning outcomes.

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.

Rhodes State has an established practice of building successful collaborations. In 2007, the U.S. Department of Labor awarded a \$1.99 million grant to develop a consortium of colleges who share allied health programming so that an increased access to expensive programs was expanded across 25 mostly rural northwest Ohio counties. This project utilized significant technologic components such as interactive video conference classrooms, video capture online instruction, and studio quality instructional videos inside of iTunes University. Currently, Rhodes State is an Ohio Means Co-ops and Internships grant recipient and is building a comprehensive work-based learning model that will incorporate this dynamic and industry centered approach to all career focused programs at the College. Connecting the classroom to the practice arena improves student engagement and learning as well as provides connectivity for educational programs to their discipline so that the curriculum remains relevant and forward leaning. Important to this project is Rhodes State's strong connection to business and industry partners. Through these relationships, student learning opportunities are being enhanced along with improving the quality of graduates' skills so that job placements remain strong and employer satisfaction is sustained. Rhodes State understands the importance of collaboration between colleges and secondary schools in regards to solving the skills gap so that more high school graduates are ready for college-level instruction. The College has two National Science Foundation (NSF) grants to improve college readiness and college enrollment. The Advanced Technological Education project is focused on the college and high school mathematics departments working together to develop high school math courses to improve college readiness for students leaning toward two-year college in STEM related fields. The second NSF grant provides scholarships to under-represented students in the engineering technology and information technology STEM degree programs. These students participate in monthly college success activities lead by faculty along with second year students mentoring first year students towards degree completion. These examples of the Rhodes State success strategies underscore the College's ability to build collaborations and successful programs that are sustainable. Student achievement is central to these past activities and suggests this current project will be well supported by personnel who have demonstrated the skills required by this proposal. The collaborative nature of this proposal incorporates a shared resource model that will improve operational efficiencies and result in multiple opportunities for saving Ohio taxpayer funds and ensures a greater share of classroom resources will be realized.

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

Yes

No

22. If so, how?

The Northwest Hospitality Bridge Academy of Ohio (NHBAO) will leverage effective practices to impact higher course completion, persistence, and graduation rates. Rhodes State College, Apollo Career Center and Lima City Schools have committed to the long-term sustainability of the NHBAO with Rhodes State leading the charge for the initial scaling of the program into regional high schools and career centers. Institutions such as Ohio High Point and Vantage Career Centers, who have existing culinary programs, will be targeted for adoption. The collaborative of the dual-enrollment design will be replicated by expanding into existing technical high school programs in compliance with State guidelines. Partnerships with high schools as well as 2-year and 4-year institutions will collaborate to share resources for credentialing high school teachers to build and sustain educational practices. Rhodes State will continue the groundwork necessary to build community awareness of the NHBAO, develop alternative funding streams, and promote the program's impact to community stakeholders. Evidence-based interventions will be reproduced among similar priority populations as determined by needs assessments. Future scalability also allows Rhodes State to move beyond its existing 10-county service area to a broader 25-county region. The replication of this program will ultimately save in State funding and promote positive outcomes for all participants.

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

There are several points of significant value to be derived from this project. The first addresses the nationally recognized need for collaboration between primary, secondary and post-secondary education. While this project seeks to build collaboration between culinary arts programs, the inclusion of a dual enrollment component for general education is a key building block for future expansion. There have been collaborative projects funded through various federal programs such as Perkins grants, however this proposal is focused on a local solution that can be replicated within the partnering institution as well as to additional high school and post-secondary institutions and will have lasting impact. Other states have built significant partnerships where graduates leave high school with a diploma and associate degree together. Ohio can build on this proposal's model and reduce costs to tax payers and college bound students. Throughout Ohio, there are pockets of unmet education needs where various industries such as hospitality and culinary arts do not have local instructional services. This model of partnership between high school, college and regional entities provides a new way of solving these shortages. Sharing resources such as underutilized space and cooperative partnerships lowers costs, sustains growth, and promotes community interdependencies that result in greater opportunities and success. Rhodes State has identified a return on investment from higher education for students with a 19.6% return for graduates. For each dollar invested, students reap a \$7.60 return. This impact extends to our community where income generated by the College's operations and spending contributes \$24.6 million to the annual regional economy. A second valuable outcome from this project is the focus on improved pedagogical approaches developed and shared between college and high school faculty. By working together on the technology solutions for this project, both faculty groups will develop important new skills that will drive improved teaching methodologies that will help students of all abilities be successful. Improving educational outcomes so that more students are retained and complete programs of study will ultimately impact the community because of an enhanced educated populace. The development and use of 3D instructional tools for virtual laboratories, online supplemental instruction, and archived video captured lectures and demonstrations will equip high school and college faculty with an expanded teaching model. There are several points of significant value to be derived from this project.

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.

In 2012-2013, Lima Senior High School provided learning opportunities for 941 students in grades 9th through 12th with 408 being junior and seniors, while the Apollo High School Academy served 325 11th and 12th grade students. Graduation rates for high schools/career centers and colleges decline when time to graduation is extended, making the dual enrollment component of the NHBAO a strong retention strategy. Lima Senior's 2012-2013 4-year graduation rates was 78% and 5-year rate dropped to 75.6%. Apollo's graduation rate was 94% and 93% for 4-year and 5-year rates respectively. Students earning college credit will more readily transition into a degree program at Rhodes State and reduce time to graduation. In 2013-2014, the capacity for the Lima City and Apollo are at capacity, serving 24 students each and providing opportunity for interested students to fill seats in the proposed Rhodes State program at the Civic Center. Rhodes State's baseline year to measure program impact will begin in 2014-2015 with an inaugural class of 10 first-year students and 20 second-year students. General education classes will provide opportunities for the students at the high school/career center to take college level courses. Enrollment numbers for this project include duplicated head counts of high school students who enroll in culinary arts courses that are college credit bearing, students who enroll in each dual enrollment, college credit general education course, and students enrolled in the post-secondary culinary arts program and certificates. In the first year of the program, fall semester 2014, 118 duplicated head count in dual enrolled high school students and 40 college students for a first year total of 158 students impacted. In subsequent years, with the maturation of the program and with additional credentialed high school faculty, enrollments are projected to grow to 183 duplicated dually enrolled high school head count each year. The college enrollment growth is projected to be 40 students for a second year, 60 students in year three, and 70 students in year five. The total duplicated headcount projected in this five year project is 1,040 student enrollments. Students will "swirl" between high school and college level courses. In 2012, the Chronicle for Higher Education, indicated how the manner in which the government measures college graduates does not include part-time students or transfers, therefore under enumerating student progress. The formative partnership between secondary and post-secondary will create pathways to postsecondary education and training for all students, not just those who enter high school academically prepared.

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 evaluation is framed by six evaluative questions which reflect both formative evaluation, accountability factors and the grant project implementation; and summative evaluation, the impact or the difference the project is making on students, teachers and the industry. Data collected to gather evidence to inform the questions will be obtained through various sources. The first objective related to providing dual-enrollment credit for students will be evaluated by determining how effective the bridge from high school to college is by utilizing the following: institutional enrollment data; interviews with students, teachers, school counselors; and student surveys. The second objective related to the development of stackable certificates and an Associate of Applied Sciences degree will be evaluated by determining how effectively the project is being implemented (Formative) by analyzing the following: participation records and document(s) review. The third objective related to the delivery of instruction utilizing blended, flipped, and hybrid models will be evaluated by determining the difference the project is having on student enrollment, persistence, and retention (Summative) by reviewing: institutional enrollment data; interviews with students, teachers, school counselors; and student surveys. The fourth objective related to the provision of indisipline Master degree level credentialing to high school teachers will be accomplished by determining the difference the project is having on teachers' attitudes and pedagogical approaches (Summative) through interviews with teachers and reviewing classroom observations. The fifth objective related to providing work-based experience to enhance employability will be evaluated by determining the difference the project is having on the marketability of students and Rhodes State College's relationships with the high schools and industry by reviewing the feedback from industry satisfaction surveys and the level of industry involvement. Data collection efforts will seek to obtain evidence of implementation of the deliverables (e.g., outputs) and the project's outcomes. The NHBAO's expected outcomes are divided into three categories short-term (0-1 year), intermediate term (1-3 years) and long-term outcomes (3-5 years). The strength of the evidence supporting the outcomes will provide answers to the evaluation questions. Short-term outcomes in this Straight A project include: increase job awareness among high school students, parents, teachers, adult learners, and internal stakeholders; shift in attitudes regarding a culinary arts & hospitality management career among 10th and 12th grade students; increase the credentials among general education high school teachers; increase students' self-efficacy; and involvement of industry in instruction (e.g., internships). Intermediate outcomes in the project include: increase desire for a culinary arts & hospitality management career; high school dual-enrollment credit, including culinary arts & hospitality management courses; progression of teachers earning credentials; complete stackable lattice credentials; workers maintain employment; retain students in the program; and satisfaction and use of on-line technology enabled learning content. Long-term objectives include: increasing hiring by industry of Rhodes students (e.g., increase employability of students); enrollment of students in AAS; retain students in the program (e.g., completion of students in the pathway); and presence of a skilled workforce to meet market demands. Annual assessment activities will align with RSC's current course and program practices using the electronic Strategic Institutional Effectiveness and Planning System to track goals and outcomes for the analysis of findings. Continuous improvement plans will be developed and implemented to meet outcome shortfalls for additional assessment.

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. Dr. Debra L. McCurdy President Rhodes State College 10/25/2013