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Adjusted Allocation: 0.00
Remaining: -1,929,250.00
Applications 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.

3. Mollie Wood serves as the President of the Veterans Memorial Civic and Convention Center, 144 South Main Street, Lima, OH, 45801, 419-227-5400, mowl@limaciviccenter.com John Dixon, Mayor of Lima, 4240 Campus Drive, Lima, OH, 45805, 419-221-5202, mayor@limacityschools.org Jake Merren, Director of the Ohio Early Childhood Center, 30 Town Square, Lima, OH, 45801, 419-221-5202, jake.merren@rhodesstate.edu Cindy Wood, CEO, Veteran's Memorial Civic and Convention Center, 144 South Main Street, Lima, OH, 45801, 419-227-5400, cwood@limaciviccenter.com

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 (RN/Fed Tax ID): 064501
Address of lead applicant: 4240 Campus Drive
Phone Number of lead applicant: 419-955-8200
Email Address of lead applicant: mccurdy.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 (RN/Fed Tax ID): 044222
Address of secondary applicant: 755 St. John's Avenue
Phone number of secondary applicant: 419-966-3422
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 (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

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

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

- Student achievement
- 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):

- Application
11. Describe the innovative project.

The Northwest Hospitality Bridge Academy of Ohio (NWBAO) 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 NWBAO will provide assistance to the high school general education faculty to facilitate credentialing that enables the provision of college credit for high school coursework. The curriculum will facilitate the awarding of college credit within the high school courses and improve student articulation to higher education.

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 project 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 achievement goal is to be accomplished by pathways that connect high school, associate degree, and baccalaureate degree institutions. Utilizing the Ohio Board of Regents (OBOR) Transfer Assurance Guides (TAGs), the partner high school faculty will teach college-level transfer classes through dual enrollment bi-lateral agreements. High school students earning college credits with dual enrollment will be able to complete their high school and college programs with less accumulated costs. The creation of the curriculum 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 a variety of instructional and professional uses 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 $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 arts program 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 programs. Current high school kitchen facilities 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 all high 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**

15. What are the 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)**

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

90,000.00  **Specific amount of expected savings (annual)**
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 facilities 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 pathways. The pathway concept will encourage student enrollments in the high school programs which in turn drives 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 the State of Ohio’s initiative to boost student engagement by providing dual enrollment pathways, for example, students interested in hospitality can enroll in college-level coursework prior to completion of high school, and there are pathways towards student achievement of a two year college degree. A project team consisting of College, high school and career center personnel overcome any scheduling barriers through the placement phase while developing the project’s objectives, deliverables, cost savings and budget for each year. Numerous phone calls, emails and face to face meetings with the project team to plan timelines and planning deliverables. Besides the schools, key industry and community stakeholders were engaged in conversations to discuss project impact and community engagement.

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.

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, the College developed this innovative project by meeting college level standards and coursework for which the student is prepared post high school. The project will be 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 overcome any scheduling barriers through the placement phase while developing the project’s objectives, deliverables, cost savings and budget for each year. Numerous phone calls, emails and face to face meetings with the project team to plan timelines and planning deliverables. Besides the schools, key industry and community stakeholders were engaged in conversations to discuss project impact on community and engaged students.

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 and consultants and construction of the College. 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 the necessary curriculum documentation with the Ohio Board of Regents 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 taking them abreast of the project status.

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 groundwork needed for future engagement in additional STEM initiatives. Through collaboration, secondary and post-secondary education can build solutions that improve student retention and completion outcomes 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 five sessions. Flipped classroom design shows that students watch lectures at home and master core courses in the laboratory improve student retention. There is growing evidence that 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 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 yield improved student learning outcomes.

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 $1.56 million grant to develop a consortium of colleges who share allied health credentials. As an increased access to expensive programs was expanded across 25 mostly rural northwest Ohio counties. This project utilized significant technological 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. The Pathways to Success grant was a catalyst for many of their initiatives, particularly their work on developing a professional development model and to support their development of 3D animation and visual learning tools. This arrangement allows credit bearing experiences for the college students and high school partners will have access to these facilities through cooperative curriculum and dual enrollment pathways. This allows for more hands-on instruction and attention to be given to the students in the five sessions. Flipped classroom design shows that students watch lectures at home and master core courses in the laboratory improve student retention. This growing evidence that 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 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 yield improved student learning outcomes.

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

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.
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 entering 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 the provision of training to 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 practices will be incorporated among similar population assessments 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 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 partners reduces 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 reaped 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.

2012-2013, Lima Senior High School provided learning opportunities for 841 students in grades 9th through 12th with 458 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 3-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 classes. 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 185 duplicated dual 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 transfer students, therefore student progress is not measured. 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).

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 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-based interventions will be reproduced among similar priority populations as determined by needs assessments. Further 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.

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 inspect the program 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 M. McCurdy President Rhodes State College 10/25/2013