

Budget

Lakewood City (044198) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (440)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	1,179,900.00	29,000.00	65,000.00	0.00	1,273,900.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	33,000.00	0.00	0.00	0.00	33,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	5,500.00	0.00	0.00	5,500.00
Total		0.00	0.00	1,212,900.00	34,500.00	65,000.00	0.00	1,312,400.00
Adjusted Allocation								0.00
Remaining								-1,312,400.00

Application

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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: SuccessStreetU Career and College Readiness for grades 7-12

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.

This project transforms secondary education from a silo instructional process into an integrated collaborative community system where postsecondary institutions and employers inform and fund college and career readiness content, connectivity and interactivity to support local student's educational choices and progress in grades 7-12 such that students and their parents can effectively map and track a plan to successful postsecondary education and employment in local growth careers. Multiple tests of SuccessStreetU, a groundbreaking web-based technology, within the West Shore Career-Technical District supported with funding through the RITE Board partners, (a collaboration of Lorain County Community College, Cleveland State University, Baldwin Wallace University, The University of Akron, Stark State, Cuyahoga County Community College and Kent State University and ten employers including Eaton, The Cleveland Clinic, Timken, American Greeting and Sherwin Williams) has demonstrated strong student engagement and career learning that can motive academic achievement, reduced in-classroom college and career readiness instructional time providing added savings, positive parent engagement and solid administration and teacher approval. Sustainability, cost savings and greater utilization of resources are also achieved through a partnership with the Northeast Ohio Council on Higher Education (NOCHE), Lorain County Community College and RITE, who with in-depth research and turn-key procedures along with easy to administer technology will pilot an expanded technology that is easily scalable state-wide; supports the "Career Connections" initiative requiring added instruction to connect curriculum to careers; integrates the Ohio Career Information System (soon married into OhioMeansJobs) and the Ohio Board of Regent's upcoming degree-to-career research; and, through locally funded postsecondary and employer sponsorships managed by UNCOMNtv Network the program remains self-sustaining.

6910 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Linda Thayer, Educational Coordinator

Organizational name of lead applicant: West Shore Career Technical District

Unique Identifier (IRN/Fed Tax ID):

Address of lead applicant: 14100 Franklin Blvd., Lakewood OH 44107

Phone Number of lead applicant: 216-529-4155

Email Address of lead applicant: Linda.thayer@lakewood.k12.oh.us

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

First Name, last Name of contact for secondary applicant: N/A

Organizational name of secondary applicant: N/A

Unique Identifier (IRN/Fed Tax ID): N/A

Address of secondary applicant: N/A

Phone number of secondary applicant: N/A

Email address of secondary applicant: N/A

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.

Courtney DeOreo, Board Administrator, RITE Board (Regional Information Technology Engagement)/Lorain County Community College, RITE Backbone & Educational Partner, 07-7780674, Lorain County Community College, 440-366-4214, cdeoreo@lorainccc.edu Shawn Brown, Associate Director, NOCHE (Northeast Ohio Council on Higher Education), 34-0838293, The Hanna Building, 1422 Euclid Avenue Suite 840, Cleveland OH 44115, 216-420-9200 x228, sbrown@noche.org Barbara Oney, CEO, UNCOMNtv Network LLC, EIN: 26-4570011, 16781 Chagrin Blvd, Shaker Heights Ohio 44120, 216-288-4442, biss@roadrunner.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.

West Shore Career-Technical District (WSCTD), Linda Thayer has been Director of the WSCTD since 2004, receiving an "A" standing in the 2012-13 report card. She became Career Development Coordinator for K-12 in 1994, and Career-Technical Director 2000-2004. She has been Career-Technical Director/Educational Coordinator for WSCTD since 2004. Ms. Thayer's expertise in managing multi-faceted programs and the SuccessStreetU tests clearly demonstrates her ability to provide the requisite oversight and management of this project. The Regional Information Technology Engagement (RITE) Board is a collaboration of senior IT executives in NEO committed to advancing the IT industry by facilitating robust interaction amongst employer, education, and community stakeholders. Founded in 2010 by IT executives as part of a state initiative to identify and eliminate "skills gaps", its mission is to grow IT careers through dynamic industry and educator collaboration that attracts, prepares and places I.T. talent. Lorain County Community College (LCCC) focus on four cornerstones of its mission: education, the economy, the community and culture. Deeply inter-related, these four focal points of the College's activity serve mutually beneficial goals to develop talent needed to meet local workforce needs by raising the educational levels of the citizenry and promoting a vibrant economic base to attract and retain businesses. The Joint Center for Policy Research is co-located at LCCC providing research and policy analysis work and a link between higher education and governments, non-profit organizations, and civic leadership through education, training and expert facilitation of group and community processes. Since inception, LCCC has served as RITE's backbone organization, fiscal agent and facilitator of the broader RITE network. The backbone team includes Courtney DeOreo, Jim Shanahan, and Marcia Jones. Ms. DeOreo oversees administration of RITE including the SuccessStreetU tests and grants from the Ohio Skills Bank, Workforce Innovations Solutions and the Fund for our Economic Future. She served as consultant to the Regional Talent Network, Tri-C and other leading education and industry organizations. Dr. Shanahan, an economist and experienced researcher and evaluator is a consultant to LCCC, overseeing the design and collection of all data, working with partner institutions to track talent demand and supply. Ms. Jones, Manager of Career Services at LCCC, works on employer engagement, career development; experiential learning and internship placement. She also manages a multi-institution grants from the Regent's Ohio Means Internships and Co-Ops for northeast Ohio. Mr. Shawn Brown, Assistant Executive Director Northeast Ohio Council on Higher Education's (NOCHE), is responsible for development and oversight of NOCHE's Northeast Ohio Talent Dividend, a college completion initiative, and NEOintern which connects students and employers for internships. NOCHE's mission is to mobilize the region's higher education and business communities for collective action. Barbara Oney's Ohio-based company, UNCOMNtv Network LLC (UNCOMNtv), is a 3rd Frontier Grant recipient. She is the former CMO of Positively Cleveland and VP Universal Studios. Her partner Dr. Tish Biggs, a 16-year Sr. Executive with Time Warner Cable, has a Master's in Education from U of Akron and a PhD in instructional technology from Kent State U. UNCOMNtv joined RITE to develop ways to connect 7-12th grade students to local higher ed. and employers in Northeast Ohio. Successful tests provide the foundation for this grant. Working with Global Cleveland, whose mission is to attract talent from around the world to employers in NEO, she has linked OhioMeansJobs to over 45 r Education and Economic Development organizations in NEO.

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.

Current education is disconnected from the long-term educational process and career goals self-funding and staffing all college and career readiness programs. We need a way to build a scalable collaborative community engagement among postsecondary institutions and employers that can provide highly dynamic college and career information along with education-to-employment mapping and tracking systems for students and parents of 7th - 12th graders which is fully self-sustained through sponsorship by this collaborative community of organizations. West Shore Career-Technical District, RITE, NOCHE and LCCC in partnership with UNCOMNtv are expanding upon a pre-tested collaborative process and technology known as SuccessStreetU, providing career readiness education about growth industries, companies and careers and along with an interactive education-to-career mapping system connecting college and career readiness with direct employment for students' grades 7-12. A multi-faceted holistic pilot program includes joint research and content development, coordinated outreach to employers and employer intermediaries, an engagement strategy for parents, guidance counselors and career development professionals and a pilot rollout of the facilitation technology. Six of the 16 State and federally recognized career fields are targeted: Manufacturing, IT, Healthcare Professional, Healthcare Technical, Hospitality, Engineering and Science Technology. Personnel from RITE and NOCHE will design a research strategy leveraging regional institutional research capabilities, resources from the State of Ohio Board of Regents and Office of Workforce Transformation, and real-time forecast data from regional employers and employer intermediaries. With this data, the team will agree on parameters for education/career pathways and content development. The technology will be deployed into the nine schools that the West Shore Career Tech District serves through its compact, including four High Schools and five Jr. High Schools impacting 6,910 students. Students enroll and receive their own "SuccessStreet" page (similar to a Facebook page). Each month a three-part series on each of the six career areas is distributed to the student's SuccessStreet Page including: 1. General career overview, 2. Specific job titles, activities and skills needed; Part 3. Specific degrees tied to the job titles. Each includes: 1. Videos of local employers and postsecondary partners, 2. Interactive curriculum-to-career map, 3. Resources correlating career choice to future earnings potential. 4. Direct links with local postsecondary institutions and employers consistent with the featured career field. The mapping technology provides a roadmap to dynamically illustrate the student's progress towards their goals as they complete classes and move up grades. Mapping adjusts to goal or education changes. Students access the technology anywhere: school, home, libraries, and smart phones. Job shadowing and internships leverage the employer collaborative providing direct connections with careers and local companies. Career planning workshops during Parent/Student night in each school engage parents who are encouraged to participate through monthly email alerts, school websites postings. Date collection and quarterly reporting tracks student engagement and career interest. Teachers receive resources for Career Connections consistent with House Bill (H.B.) 316, and correlates career choice impact on future earnings consistent with H.B. 311. Ohio Career Information System (OCIS) soon to be married into OhioMeansJobs, has requested a single login test; and the Ohio Board of Regent's degree-to-career research due to be completed by January 2014 will be integrated into the map.

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.

Student Achievement: Multi-year research by Gallup indicates that the more "hopeful" a student is about his/her future and their potential for a good career impacts academic achievement without any direct correlation to cognitive abilities. Gallup states that hope is developed through, "... a person's ability to conceptualize the future along with clear goals, enabling them to develop specific ideas, strategies or pathways to reach those goals." Nationally in 2102, only 54% of students indicated they had "hope" for a good career in their future. Students coming from more economically challenged areas have an even lower factor. With very little concrete communication about actual careers in actual companies within a local market, student's parents who are the most impactful source of career ideation are often inadvertently feeding this negative perception. SuccessStreet engages both the student and the parents and provides them a dynamic resource to make informed, positive decisions, delivering the resources, strategies and pathways to develop and grow "Hope" and the potential to impact academic achievement for grades 7-12. Spending Reduction 1. Because students are gaining career education online and on-demand outside of the school day, career development classes offered during the school day may be reduced providing greater time for individualized academic and career planning. 2. Classroom materials for college and career readiness will be eliminated. 3. Projected costs to support Career Connections requirements under H.B. 316 will be eliminated or reduced through the online resources. 4. And through its HOPE quotient and career education focus it has the potential to break the cycle of poverty for disadvantaged students thus reducing the State of Ohio's cost of service for Education, Health and Incarceration. 5. SuccessStreetU provides a comprehensive instructional resource serving grades 7-12 without added expense. Increased demands are being placed on schools and teachers to provide more comprehensive career instruction. This requires added teacher planning, research and implementation time. To successfully implement a similarly robust career education program spanning 7-12th graders would require significant added expenses. Utilization of Greater Share of Resources SuccessStreetU provides a single platform to bring together secondary schools, postsecondary institutions and employers in specific markets along with the State of Ohio's OhioMeansJobs, OhioMeansSuccess and OhioMeansInternship programs delivering a highly efficient and productive resource. The program will utilize the Ohio Board of Regent's degree-to-career research and provide a synergistic resource for the "Career Connections" mandate. The U.S. DOE states, "Strong collaborations between secondary and postsecondary education institutions, employers, industry, and other partners are essential to creating high-quality college and career readiness programs. With a strong collaborative community - academic, career, and technical content can be made more relevant and better aligned with the skills demanded by the labor market and provide greater efficiency in equipment and facility use." (US DOE, 2012) Sustainability and greater use of shared resources are achievable by providing the school with video cameras and including the High School students in the scripting, filming, hosting and editing of the programs. This provides dynamic learning experiences about local companies and careers as well as valuable story-telling and technical skills. On-going future classes will work with UNCOMNtv and the collaboration partners to develop new programs on the existing and future career areas helping to keep the content current, fresh and fun. Efforts will also be made to explore ways to integrate the postsecondary media programs into the ongoing content production.

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.

N/A - files uploaded

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

1,312,400.00 * 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).

Cost areas include: 1. Research, analysis and content development: The RITE Board and NOCHE will leverage available resources to conduct necessary research of the six defined careers and the postsecondary education options within region. This analysis will result in a focused set of occupational and educational data upon which to build the respective content. 2. Technology customization and implementation: UNCOMNtv will oversee all the technology development and content production for the program. This technology is an online digital platform and includes video technology, testing/survey tools, an interactive "exploratory" mapping system providing a visualization of the different educational choices and how those choices connect to different careers. There will be a robust data-capture and reporting systems, along with links to state-based and partner websites and programs. Content production includes custom videos for each series, copy and quizzes within each series. 3. School personnel, student and parental informational and engagement programs: a. Faculty and administrators for the participating schools will be given information and guidance on participation b. Parent/Community Career Information workshops within the nine participating schools in the West Shore Career-Tech District will be held during the fall Parent/Teacher night to inform parents of the SuccessStreetU program launching that fall and the OhioMeansSuccess College information website. This will involve coordinating communication with each school and conducting the program at each school. 4. Employers and postsecondary institutions informational and engagement programs: a. RITE and NOCHE will actively engage employers and employer intermediaries to gather and vet labor market data and to develop a robust pool of participants. b. Career Development professionals will gather during early summer in a collaboration workshop with secondary educators and guidance counselors. The goal is to enlist input and participation for the program through each participating institution. This will require contacting and coordinating attendance for the event. 5. Shadowing and Internship development a. NOCHE will develop an instructional program to inform and train employers about the value and process of shadowing for teens. Online resources enable employers to list shadowing opportunities on line, possibly through the NEOIntern platform. b. RITE will build upon its investigations with the Center for Health Affairs and NEONI's Health-care Career Shadowing Program, which allows high school students the opportunity to interact with healthcare professionals in a real-work environment and to explore the nursing and allied health professions. c. NOCHE and RITE will work to develop a pool of companies for Shadowing and internships opportunities d. NOCHE and UNCOMNtv will explore ways to build single login capabilities with the SuccessStreetU technology

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

0.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

This program changes the education to employment paradigm with local, regional and state communities. No longer are secondary schools alone in their work to educate the students of our future. Postsecondary institutions and employers who participate in this program understand that these 7-12th grade students are the talent they potentially want enrolling in their schools and applying for their jobs. Investing in their readiness makes these organizations more successful while ensuring our students have the resources to successfully map their way to this success. The RITE board partners have already demonstrated this kind of interest. Meeting with postsecondary marketing and enrollment professionals and with employer talent recruiters have assured us that if they can be confident secondary schools are committed to utilizing the resource with consistent and broad distribution they would be interested in funding on going. UNCOMNtv Network will be responsible for securing and managing these sponsorships and applying it to ongoing costs, updates and changes to content and technology as needed. Future costs will be for the initial launch into subsequent districts within Northeast Ohio and across the state. These costs will most involve the communication and training of the local school administration and faculty and some local programming. Once each market is launch they become self-sustaining through the local and state-wide postsecondary and employer collaboration.

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

14,634.00 * 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.)

Annually there will be a savings of \$2,250 for college and career readiness materials used by Career Technical faculty and \$12,384 for projected costs incurred by the 7-12th grade teachers in the nine compact schools for supplies needed to satisfy the Career Connection mandate that states that for each course curriculum to career contents needs to, "be embedded in the Department's model Curricula" H.B. 316. Because the program is a fully online technology, teachers will be able to integrate the information into existing curriculum without added costs. The Careers Connections mandate is an unfunded program with the potential to add costs for supplies, field trips and other resources to the schools.

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.

This is a community-funded program. Local postsecondary and business partners provide ongoing sponsored underwriting. Additional costs, whether new, revised or updated content and technology will be underwritten through sponsorships by these partners. Postsecondary sponsors gain enhanced visibility and participation in the program with the potential of inspiring students to better understand their educational offerings. Employers are grooming the interns and employees of the future ensuring they will have a quality, qualified pool of prospective employees to pick from. UNCOMNtv Network, will manage all sponsorship sales. UNCOMNtv will work with Local secondary schools and postsecondary schools who wish to participate in ongoing content development as part of their educational offerings. The online digital platform costs the same to offer to a single school as it does to offer it State-wide. One caveat being that there is a cost to launch each new market. However this program positions the State for added Federal Funding which could be used for rollout state-wide. Data and outcomes gathered through this program will position the State of Ohio for subsequent funding through President's \$300 million High School Redesign and the \$1.1 billion GEAR UP and TRIO programs for State-wide rollout.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/01/2014-9/30/2014

* Narrative explanation

Narrative: All of the partners have worked together in the past both on the test programs that are the foundation of the program as well as other programs and have developed effective communication systems. The process includes both in-person meetings to map out all the details, timelines and outcome goals and on-going email and conference calling updates. UNCOMNtv will be the central organizing entity overseeing all aspects of the project and ensuring clear, consistent communication among all parties tied to the timeline and goals. Proposal time line dates: - Partner Strategy and Implementation meeting 1/1/14 - 1/6/14 - Career research and analysis: 1/6/14 - 3/28/14 - Content Development & Production: 1/27/14 - 9/8/14 - Technology Development and Site Revisions: 3/31/14 - 5/30/14 - Mapping Technology populated: 1/6/14 - 8/29/14 - Secondary School Coordination: 3/31/14 - 5/2/14 - Shadowing and Internship development: 5/5/14 - 9/10/14 - Nine schools pilot launch: 9/1/14 - 5/30/15

Implement (MM/DD/YYYY): 09/01/2014

* Narrative explanation

- Jan/Feb/March: The plan is built sequentially on the research and analytics. This information provides the basis for the content which will include scripts, copy sections, featured employers and educational programs. During this time we may see that six career areas are too extensive to achieve the results we need. One barrier could be the size of information we need to gather and analyze. At this time we will be able to decide to limit the career areas and ensure quality deliverables. - March/April/May: The technology has been previously tested, and with feedback from students, teachers and principals it will be expanded and revised to meet the project needs. During this time we will be building out the technology with periodic "focus tests" with students, parents, collaboration partners to gain feedback. This allows time to make adjustments that truly meet the community's needs. - January - August: The mapping technology will be populated with information gathered through research, through the Board of Regents degree-to-career information, employer and postsecondary input. - May-September: Ways to integrate single login proxies with OCIS and NOCHE's NEOIntern will be explored. - September 2014: we will launch the program into the nine schools. All the services, reporting and analytics will have been accounted for through the grant budget.

Summative evaluation (MM/DD/YYYY): 09/14/2014-05/01/2014

* Narrative explanation

From September through the end of the 2014-15 school year, UNCOMNtv will be generating Quarterly reports and analytics which it will share with the schools and partners. We will conduct teacher surveys throughout the year to gain feedback on how they see students responding to the program. The immediacy of the technology will help us see any immediate glaring issues which we will be able to evaluate and make adjustment to. The technology will provide resources to track student, parent and teacher activity across all of the series including: - Time on site and repeat engagement - Interactivity by content area for each section on the product can be evaluated and pass-along traffic to parents - Redirect to partner sites

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

Recently the State of Ohio mandated through H.B. 316 that all courses include a "Career Connections" component tying the curriculum to real-world careers. While very valuable, it requires additional teacher resources and time. Teachers can leverage the SuccessStreetU content and media to meet the "Career Connections" mandate for aligned curriculum. Since SuccessStreetU can be used outside the classroom it frees up teachers to use classroom time to teach. Students and parents are able to proactively plan their current course selections and future education goals. Since students and their parents have the resource to build hope, there is a greater potential for engaged learning and greater academic advancement.

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.

Multiple tests in 2012-13 consistently and repeatedly demonstrated student engagement and learning for a career education subject, teacher enthusiasm for the ease of use and administrator support for the overall offering. This success supports the need to implement this on a more expanded level. West Shore Career-Tech District and The RITE Board conducted tests of an Information Technology-themed SuccessStreetU with 7-12th grade students' fall 2012 and winter 2013. Students could access the product outside of class on their own time. In a two week period the tests attracted 645 student visitors who opened and interacted with 3,968 pages of content - all showcasing local IT companies and educational offerings. Student spent an average of 18 to 21 minutes per visit - with a third of the students coming back a second time! This means 1/3 of the students spent on average 36 minutes learning about Information Technology careers...on their own. Interviews with principals, teachers, and technology support personnel clearly stressed that the product was easy to use and that students found it exciting. When interviewing students they felt the product was fun. They clearly demonstrated increased awareness and understanding of the career area and the range of employers they could work for.

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

Yes

No

22. If so, how?

Once the technology is fully implemented, it provides an effective platform to engage employers and higher education in each market across the state. The technology is turn-key, requiring no added expense to the schools. Initial per school setup costs and any additional content areas are funded by the participating employers, industry groups and higher educational partners.

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

Strong collaborations between secondary and postsecondary education institutions, employers, industry, and other partner support provide academic, career, and technical content that is more relevant, rigorous, and better aligned with the skills demanded by the local employer market. The community at large plays a much larger role in the college and career readiness programs. Students have a progressive, interactive system to map their current education to future careers which will motivate them to greater Academic Achievement. And students and their parents become better prepared to make informed career and education decisions.

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.

Year 1: 1. Six Sector Program: Three-part series for each o Career and Skill-set mapping system with six industry sectors completed: secondary- to postsecondary- to career. o Ohio Board of Regents: Access their Degree - to - Career audited information o OCIS trial: Pilot single login system 2. Participation: o Nine Schools participating: West Shore Career District' s Jr. and High School o 50% of all students within the West Shore Career District' s Jr. and High School participate o Employer participation: Minimum of 50 o Postsecondary institutions participate: Minimum of 10 3. Career Workshops for Parents of all 9 West Shore Career-Tech schools during Parents/teacher nights to connect them to SuccessStreetU, OhioMeansSuccess, and NEOInterns 4. Shadowing/Internship System (NEOIntern): Develop online system for employers and educators to coordinate enrollment of students into shadowing and internship programs Year 2: 1. Six Sector Program: Three-part series for each 2. Participation: o Roll-out to all Districts within Northeast Ohio o 75% - 100% of students within West Shore Career District participate o Set up costs for schools underwritten by employers and postsecondary institutions o Employer participation: Minimum of 75 o Postsecondary institutions participate: Minimum of 15 3. Career Workshops for Parents: expanded to all participating schools 4. Shadowing/Internship System (NEOIntern): o Roll-out program region-wide o Training program for employers to ensure effective shadowing and internship experience Year 3: 1. Develop additional series: funded by local businesses

and organizations Year 4-5: 1. Track student process across the six career areas: - Academic progress/success - Curriculum selections - Postsecondary institutions and degree selections - Percent of students pursuing careers within the six areas

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.

There are several areas to evaluate: 1. Engagement with the programs: a. The technology enables data-capture that demonstrates participation and knowledge. b. Each Series/Part released has backend data-capture and analytics tools that measure where the students are logged in from, how they are interacting, and the areas they are participating with the most. c. When students login, it enables us to track specific student's activities, quiz information, and interest responses. 2. College and Career Planning: Short term - expressed interest in select career areas and educational institutions; Long term - appropriate curriculum selection, goal setting 3. Employment and/or Postsecondary enrollment: short term - increased shadowing and internships; long term - tracking of students through employment and educational enrollment. Quarterly data and analytics are produced, reviewed and shared with the partners and the schools. Adjustments to the program i.e. how it is distributed in school, to parents etc. can be made. Because of the immediate data retrieval it will be easy to adjust to issues that might arise that would be impeding the success of the program.

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 Jeffrey W. Patterson, Lakewood City Schools Superintendent, 8/24/2013 I accept James E. Estle, Lakewood City Schools Treasurer, 8/24/2013