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Adjusted Allocation 0.00

Remaining -134,000.00
Lighthouse Community Sch Inc (133389) - Hamilton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (313)

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: Culinary Arts Program

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.

Lighthouse Community School will expand its current Urban Agriculture program, based on the Farm to School Model, to increase production in the garden, decrease lunch expenses by substituting an increasing share of purchased food with grown product, and initiate a rotating 10-week career-based intervention for selected students. Proposed expenditures are primarily materials, equipment, and consulting expenses that will lead to increased resources in the classroom without increased costs, and an anticipated savings by replacing contractual food services with in-house production. The proposal responds to ODE’s goal 3 (utilizing a greater share of resources in the classroom).

3. Total Students Impacted:

65

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

First Name, last Name of contact for lead applicant: Daniel Trujillo
Organizational name of lead applicant: Lighthouse Community School
Unique Identifier (IRN/Fed Tax ID): 133389
Address of lead applicant: 6100 Desmoned Street, Cincinnati, Ohio 45227
Phone Number of lead applicant: 513-561-7888
Email Address of lead applicant: drjulito@hvs.org

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

First Name, last Name of contact for secondary applicant: NA
Organizational name of secondary applicant: NA
Unique Identifier (IRN/Fed Tax ID): NA
Address of secondary applicant: NA
Phone number of secondary applicant: NA
Email address of secondary applicant: NA

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.

 NA

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.

Lighthouse Youth Services, the Lighthouse Community School parent agency, is a multi-service organization that serves the needs of children, teens, and adults who need support to achieve self-sufficiency. Lighthouse has both relevant experience and expertise with administration, development, implementation, management, and evaluation of programs serving youth, including educational programming. It possesses the organizational capability and effectiveness to fulfill its roles and functions detailed in this application. Established in 1969, Lighthouse's forty-four years of experience has granted it as a pioneer in the development of programs and services. Under accreditation from national organizations in child welfare and correction, and with the oversight of Ohio’s public agencies, Lighthouse builds success for its clients and itself each day. Lighthouse displays significant organizational maturity, which underscores the likelihood of success for the proposed project. Lighthouse's organizational identity, mission, and vision are well defined and incorporated into all decisions. The organizational mission broadly aligns with the intent of the RFP: “The mission of Lighthouse is to advance the dignity and well-being of children, youth, and families in need. We encourage good citizenship, responsible behavior, and self-reliance.” Strong infrastructure support the agency’s services. The LYS Administration Department has several components to provide support to programs. Accounting staff members manage all financial transactions for the agency, develop an annual agency budget, and are responsible for audits. On average there are five to six audits performed on various programs during the year by customers such as HUD, Ohio Department of Youth Services, Department of Jobs, and Family Services, Medicaid, etc. An independent accounting firm conducts an annual audit and the federally required A-133 audit. To date, the auditors have issued unqualified reports. CQI and MIS staff members ensure documentation of data-driven results for the grant applications and contracts. The Special Funds Accounting Manager prepares budgets and financial management for all grants.

Lighthouse Community School relies upon its parent organization to handle necessary administration, particularly current accounting, financial reports and oversight of grant and other funds. The Madisonville CURC is a 38-year-old nonprofit community development corporation located in close proximity to the Lighthouse Community School. MUCURC’s mission is to lead the economic development of the neighborhood, including the development of market-rate and affordable housing, and works with dozens of partners to improve the quality-of-life for people in Madisonville. Cincinnati Public Schools (CPS) serves 33,000 students in 55 schools spread across a 91-square-mile district in southwest Ohio. It is Greater Cincinnati’s largest school district and Ohio’s third-largest. Cincinnati Public Schools ranks among the top 2 percent of Ohio districts for students’ learning growth and offers families high-quality school choices and academic programs. It operates Project Connect specifically for children and youth who are affected by homelessness.

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.

Lighthouse Community School is a public non-profit school chartered by Cincinnati Public Schools, designed to address the educational needs of foster care. The School proposes to expand an existing program and add new elements to create a career track. Research acknowledges the need for specific education services to meet the target youth needs, but the resources to address these needs are often limited. Quality education services are the foundation for successful life experiences, providing an avenue for meaningful employment and positive futures. Research verifies this need: “Children in the child welfare system frequently have complex educational needs,... are less likely to achieve education milestones, earn diplomas, and experience the health and wellbeing benefits associated with higher income and stable employment as adults. For crossover youth known to both child welfare and juvenile justice, the challenges are even greater.” (Dr. Peter Leone and Dr. Lois Weinberg, Addressing the Unmet Educational Needs of Children and Youth in the Juvenile Justice and Child Welfare Systems, 2012) Many target students also experience impediments to academic success, including learning...
C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

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

a. Enter a project budget

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

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

NA

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

134,000.00 * 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, RTT money, local funding, foundation support, etc.) and provide details on the cost items included in the budget (i.e., staff counts and salary benefits, equipment to be purchased and cost, etc.)

NARRATIVE: $28,000 Contract with SideStream, a non-profit environmental organization, to coordinate the planning, planting, tending, and harvesting of the garden for the 2014 growing season including seeds and starts, supplies to make season extenders, and hiring the garden supervisor who will oversee the job training students. Goal B will be realized by discontinuing the current system of school lunch purchases from a catering company and moving to in-house production of lunches as a project-based experience for a rotating group of students to gain work experience and an appreciation of the skills needed to be successful in the workplace. Goal C will be achieved though two avenues. The first is a contract with SideStreams to prepare a curriculum for use in academic classes, and as a project-based learning class for students in food preparation. The second is hiring of a part time chef/teacher who will conduct the food preparation class each morning during the school year with small groups of students. The class will make the lunches, incorporating garden foodstuffs into the menu. In the summer, the chef/teacher will work with designated students as an enrichment food preparation experience. These students will be placed in local farmers markets and other vending opportunities. Students will gain work experience as they engage in all necessary preparation, service and clean up. Strategies that combine math and reading instruction with the culinary arts program, support students increased academic performance. Students will obtain certificates that will enable them to secure jobs in the food service industry or continue into post-secondary vocational training. The program will be embedded into the daily operations of the school day. The students in the food preparation class will learn both basic job skills - showing up as scheduled, following directions, the methods and importance of teamwork, and specific food handling and preparation skills. Perhaps more importantly they will learn life skills like cooking, shopping, and budgeting that as foster children or group home residents they are not currently learning. All the students and staff in the school will benefit from improved nutritious and tasty lunches. Capital expenditures will be necessary to accommodate the new learning environment and approach. The existing kitchen will be remodeled and enhanced to accommodate its new teaching role. Additionally, an adjacent unused classroom will be remodeled and equipped to act as a classroom and pantry. The Community School does not receive school improvement funds.

**CAPITAL OUTLAY**

Remodeling of unused room to serve as classroom and storage.

**CAPITAL OUTLAY**

Total operational expenditures* $134,000

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.

Lighthouse Community School plans to sustain the instructional and garden supervision contracts by eliminating a current contract for catered lunches. As well, having an in-house food preparation program will allow the school to make more effective use of USDA food programs, including free commodities that are not currently accessed. This will also reduce our overall costs. A program of seed saving from one harvest to the next planting season will sustain annual expenses for seed and garden materials. Although there may be a need to replace equipment over the term, that will be determined on an individual basis and cannot project expense. Finally, we have been successful in securing funding for garden start up, so we anticipate filling any possible gap in funding with community resources.

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

7,000.00 * 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.)

We anticipate a total savings of $35,000 over the five year period. This savings will be in the form of reduced contractual expenses. The savings will be reinvested in the program to support additional instructional time.

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.

As described above, the program itself is anticipated to be self-sustaining. The capital investments described for renovation of a classroom and kitchen are one-time investments that will not require replacement and are expected to sustain the project in perpetuity. The existing kitchen will be remodeled and enhanced to accommodate its new teaching role. Additionally, an adjacent unused classroom will be remodeled and equipped to act as a classroom and pantry. The Community School does not receive school improvement funds.

**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): 12/18/13 - 1/15/14

* Narrative explanation

Contract with SideStreams to provide curriculum development and planning of produce production for culinary arts program. Prepare specifications for capital work to be completed in kitchen and classroom.
begin plan for garden expansion and summer program. 2/1/14 - 5/1/14 Physical rehabilitation of kitchen and classroom spaces. 5/1/14 - Begin planting of garden expansion. 6/1/14 All purchases of materials and supplies for rehabilitation will be made, invoiced, and paid for by this date. 6/1/14 - Contract with appropriately credentialed faculty to provide instruction over summer and during school year, for a total of approximately 950 hours per annum, beginning 7/1/14.

Summative evaluation (MM/DD/YYYY): 7/30/15

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

Institutional practices will change when we add a project-based learning opportunity. A rotating group of students will attend this ten-week class in food preparation so that all have the opportunity to participate. The proposed project will be the first formalized project-based learning program at the Lighthouse Community School. Organization practice will be significantly changed due to the project. The major practice that will be affected is purchase of services. Moving from a contracted lunch catering program to one provided in-house will increase access to resources, provide a necessary service in a manner that allows student learning, and provide a pilot for future replication. It will also support exploration of additional opportunities to generate savings by providing needed services in-house. Finally, a successful project will open the door to further funding in support of career-based learning and workforce development. A successful pilot will allow the School to apply for CBI/Workforce development funds from the local Workforce Investment Board.

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.

Past success supports our efforts, as demonstrated by the two years of operating the existing garden. Our production of more than 1500 pounds of vegetables this year means that we have expanded productivity to a new level and begin to use the produce in-house. The Community School and its students are ready to expand the program and embed it into the learning environment. Although student achievement is not a selected goal, it will certainly be a by-product of the expanded program. Educators find that using the environment as an integrating context to learning creates the framework for interdisciplinary, collaborative, student-centered, and engaged learning. Environment-based education employs natural ecosystems as a context for learning. Five major studies have documented the educational efficacy of using the environment as an integrated context for learning. These studies have examined the implementation of environment-based education at 66 schools. In 1999, the California Department of Education (CDE) commissioned a second study of the educational efficacy of environment-based education. The study examined eight pairs of environment-based education treatment and control schools/programs in California. Data from this California study combined with data from the prior study found that over 77 percent of students in environment-based education programs scored higher than their peers across all standardized tests and had higher grade point averages. The literature not only supports the role of environment-based education in academic achievement, but also finds that nutrition education and nutrition programs that are linked to school gardens improve academic achievement. One of the strongest justifications for nutrition education, nutrition programs, and nutrition services in schools is the effect on students' cognitive performance and their educational achievement. The garden also offers a wider opportunity into academic subjects covered in the classroom. As an example, Cincinnati Public Schools are all on the same commissary system.

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

Yes

22. If so, how?

The project proposed pilots and documents high quality project based instruction for students affected by the child welfare system, a significant population in urban areas around the state. It has the potential to influence best practices in instruction for youth who experience both educational and social deficits that must be mitigated in order to connect them to work. On an individual level, the focus on developing "soft skills" and job readiness will aid each student in transitioning to adulthood within a context that offers his/her best opportunity to become self-sufficient. A higher level of self-sufficiency in this population will result in decreased costs for social service programs, justice, and incarceration and helps to break a cycle of generational poverty.

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

The project proposed pilots and documents high quality project based instruction for students affected by the child welfare system, a significant population in urban areas around the state. It has the potential to influence best practices in instruction for youth who experience both educational and social deficits that must be mitigated in order to connect them to work. On an individual level, the focus on developing "soft skills" and job readiness will aid each student in transitioning to adulthood within a context that offers his/her best opportunity to become self-sufficient. A higher level of self-sufficiency in this population will result in decreased costs for social service programs, justice, and incarceration and helps to break a cycle of generational poverty.

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.

Benchmark A: % of youth participating in project-based learning. Benchmark A Measured by: Count of youth participating in the programs. Benchmark A Baseline: Number and percentage of youth participating in project-based learning program at end of 2014 academic year. Benchmark B: % of youth who will demonstrate improved communication skills, relationship skills, and cultural awareness as they return to the workplace. Benchmark B: % of youth who improve their work performance Benchmark B: % of youth who improve their classroom work. Benchmark B, C, and D Measured by: 1. Work will be graded on a ten-point grading scale that ranges from 0-100. The grade scale is as follows: (100-90 A, 89-80 B, 79-70 C, 69-60 D, 59 F). Each youth will be provided with their class grade on a regular basis through written progress reports. 2. Increased grade level performance as documented by the TABE (Test for Adult Basic Education). Benchmark B, C, and D Baseline: 1. Number and percentage of youth demonstrating progress as of end of 2014 academic year. 2. Number and percentage of youth who demonstrate an increased grade level performance as documented by the TABE at the end of the 2014 academic year. Other Outcomes: Youths will develop skills that increase their employability. Increased employability will have a positive impact on the individual's community and family, which may deter participants from engaging in delinquent activities.

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.

Evaluation of impact will primarily occur through the Lighthouse Community School's Ohio Improvement Process. The project-based learning initiative will be incorporated into the school's yearly decision framework as the OIP team analyzes data. That data forms the basis for decisions on success of interventions and improvements to implementation and measurement with periodic evaluation. Progress on short- and long-term measures will be analyzed based on the benchmarks, measurements, and baselines shown in section 24.

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 request the evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

Program assurances: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

Accept Daniel Trujillo Superintendent and Principal