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Adjusted Allocation: 0.00

Remaining: -626,325.00
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: Enhanced College Options Partnership

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

The Northeastern Local School District and the Clark Shawnee Local School Districts aspire to offer students in both districts advanced and better articulated opportunities to earn college credit during their high school careers. In partnership with Clark State Community College and Wright State University, the districts aim to embed coursework for the Ohio Transfer Module and options for several Associate Degree tracks in course offerings available to high school juniors and seniors. Grant funds will be used to support the establishment of a credentialing system for district teachers in order to meet requirements as adjunct professors, support work to build capacity beginning at the middle school level to better synchronize college and career readiness, and provide technology to students to support flexible and advanced studies.

625 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
First Name, Last Name of contact for lead applicant: Dr. Lou Kramer
Organizational name of lead applicant: Northeastern Local School District
Unique Identifier (RN/Fed Tax ID): 046250
Address of lead applicant: 1414 Bowman Rd. Springfield Ohio 45502
Phone Number of lead applicant: 937-325-7615
Email Address of lead applicant: loukramer@nlsd.org

5. Secondary applicant contact: - Provide the following information, if applicable:
First Name, Last Name of contact for secondary applicant: Brian Kuhn
Organizational name of secondary applicant: Clark-Shawnee Local School District
Unique Identifier (RN/Fed Tax ID): 046284
Address of secondary applicant: 3680 Selma Rd Springfield Ohio 45502
Phone number of secondary applicant: 937-328-5378
Email address of secondary applicant: brian.kuhn@cslocal.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.

Martha Crawmer - Dean of Arts and Sciences mcrawmer@clarkstate.edu (937) 328-6031 Clark State Community College
570 East Leffel Lane Springfield, Ohio 45505 Dr. Kristin Sobolik - Dean of College of Liberal Arts 937-775-2225 Wright State University
163 Millett Hall 3640 Colonel Glenn Highway Dayton, OH 45435-0001

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.

Clark State will partner with Northeastern and Clark Shawnee teachers to embed courses from the Ohio Transfer Module into the classes at the three high schools and create options for students to pursue different pathways toward an Associate’s Degree. Additionally, Clark State advising staff will work with high school guidance counselors to make sure students are advised on the different pathways available to them via dual enrollment courses. Clark State staff will also work with middle school guidance counselors to prepare students to start thinking about college before they reach high school. Clark State will bring college readiness coursework to the middle school and high school settings and will also host students on the college campus twice a year for tours and workshops. In reference to innovative programs, the Northeastern Local School District has been an innovator in recent years in integrating technology into classroom. Established goals such as creating a blended classroom in each district classroom as well as launching the district’s own comprehensive virtual curriculum to increase flexibility of student programs are a demonstrated of this fact. In addition, the district was a Race to the Top district and as such has been a leader in current state initiative efforts. Clark Shawnee Local School District has long led other county school districts in the number of dual enrollment courses. The district has also been successful in incorporating several STEM initiatives into the general education provided for all students. As institutions of higher learning both Clark State and Wright State have an established process for building partnerships in order to implement innovative programs. By their very nature of higher educational institutions, both partners possess the experience and resources to support this initiative.

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.

During the last five years, dual enrollment offerings at high schools have increased dramatically. During the 2010-2011 school year, the National Center for Education Statistics estimated that 82 percent of public high schools offered dual enrollment options for students. However, while more and more high schools are offering dual enrollment options, little has been done to standardize programs or prepare school districts to meet the demands of implementing the new coursework. Currently, the biggest stumbling block to offering dual enrollment courses at Northeastern and Clark Shawnee Local School districts is teacher credentialing. Simply put, teachers in each of the high schools lack the necessary number of graduate credits within their content areas to be classified as adjunct professors and therefore cannot offer courses for dual credit within their subject. At Clark Shawnee High School, eight teachers are credentialed, but only in 4 subject areas. Only one dual enrollment class is currently being offered at Northeastern high school. The lack of course offerings creates a problem for students who have limited options when it comes to earning dual credit. Funds from the grant and partnering agreements with Wright State and Ashland University would be used to support the credentialing of teachers from each district. Teachers will become certified in the five major subject areas of the Ohio Transfer Module. The Ohio Transfer Module is made up of general education requirements that students can complete anywhere in the public system and which are transferrable to any other public institutions in the state of Ohio. With a staff of credentialed teachers, Northeastern and Clark Shawnee will be able to offer students the opportunity to complete the 30 credit hour Ohio Transfer Module for dual credit during their junior and senior years of high school. Northeastern and Clark Shawnee school districts will partner with Clark State Community College under this grant to make sure that the courses implemented at the high school reflect the rigor of courses held at the college. In addition, Clark State’s student services will partner with high school guidance counselors to ensure that students...
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 projecting the expected changes to the five-year forecast result 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.

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

625,325.00 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 of items included in the budget (e.g. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

Instruction - We are basing instructional costs on the 650 students forecasted to participate in the dual-enrollment program among the three participating high schools. Participating students would receive a Chrome Book device for their use during the program as a means to access courses and course material on electronic learning platforms. The cost of each device is $300. Ebooks will be used as instructional resources in the dual-enrollment courses. One vendor offers ebooks at a rate of $66 each for a six year period. The series of ebooks required for the Ohio Transfer Module would be loaded onto the 650 Chrome Books. This is less than half the cost of purchasing printed course materials. Professional Development - Between the Northeastern Local School District and the Clark-Shawnee Local School District, there is a need for 30 more teachers to be credentialed in order to offer the courses required for the Ohio Transfer Module at the three high schools. Teachers must obtain 18 credit hours of additional coursework in order to be credentialed as a dual-enrollment instructor allowing students to receive college credit toward the Ohio Transfer Module. Through partnerships with Wright State University and Ashland University, discounted tuition rates of XXX and XXX have been arranged respectively. Tuition costs associated with the coursework will be paid for using this grant. In addition, teachers would receive a stipend of $300 for completing the additional coursework (calculated at $166.66 per credit hour).

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.

34,375.00 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 (e.g. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

The new/recurring costs would be the combination of replacing around 20 percent of our chromebooks that were originally purchased. In addition, we would provide a reduced stipend of $1500 to teachers who would be enrolled in coursework to obtain credentialing to teach dual enrollment courses.

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

1,326,000.00 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.)

Through this innovative grant, teachers would be credentialed to teach courses that provide opportunities for students to receive dual-enrollment credit in courses that fulfill the requirements of the Ohio Transfer Module. In doing so, students and their families save the cost associated with the first year of tuition at a state college/university. This equates to a savings of $4,080 per student based on the current Clark State and Clark-Shawnee College tuition schedule. Such a significant savings would encourage district students to pursue post-secondary education because a substantial amount of coursework paid for.

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 described above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

Sustainability would be demonstrated in the consortia agreement between districts and the higher education partners. These agreements will be strengthened by work completed during the funding period including curriculum alignment and staff credentialing. By credentialing 18 teachers under funding from this grant, the districts will build up a valuable resource within the schools that will sustain itself for years to come. Ultimately, students' learning will be the first priority and the ability to continue taking courses will be sustained for many years. The school districts will also take a proactive approach to keeping credentialed teachers on their staff by modifying their hiring policy and encouraging teachers to earn credentials to advance in their careers. While the cost of tuition will fall on the teachers in the future, the partnership with Wright State will allow for discounted tuition, and the school districts will still provide smaller stipends to help offset the cost of tuition. The Chromebooks will also provide sustainability for the project. The Chromebooks will be owned by the school district and can be used year after year for many years to come.

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.

D) IMPLEMENTATION - Timeline, communication and contingency planning

Timeline:

1. Planning and preparation

2. Project implementation

3. Evaluation and assessment

Communication:

1. Internal communication

2. External communication

Contingency planning:

1. Identifying potential barriers

2. Developing strategies to overcome barriers

3. Monitoring progress and adjusting plans as necessary

By following this timeline and communication strategy, the project will be able to achieve its goals and objectives while minimizing any potential risks and challenges.
The 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.)

**Program Timeline Dates**

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<th>Plan (MM/DD/YYYY)</th>
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**Narrative Explanation**

The notification of awards, Northeastern and Clark Shawnee Local School Districts will immediately contact Wright State and Ashland Universities to enroll teachers in spring semester courses which will begin in January of 2014. Teachers will complete the 18 required credit hours over the spring and summer semesters, utilizing courses offered by Wright State and Ashland Universities. During the 2014 spring semester, teachers will also work with Clark State Community College to redesign existing courses and add new courses to meet the requirements for the Ohio Transfer Module. Northeastern and Clark Shawnee schools will meet with Clark State advisors to map potential pathways for students and become familiar with the options available. Chromebooks will be purchased in March 2013, giving IT staff in both districts time to prepare for the students' use, restricting access to internet sites and installing proper security software so that they are ready for student use. Professional development days will be scheduled for the teachers before fall term in order to become familiar with the new technology and how it will be used in their classrooms.

**Implementation (MM/DD/YYYY): 04/01/2014**

**Narrative Explanation**

Coursework will be developed over the spring term to be implemented in the classroom in August 2013. Eligible sophomores and juniors will meet with guidance counselors in the spring of 2013 to schedule for dual enrollment courses the following fall. At the beginning of the Fall 2014 semester, dual enrollment students and their parents will sign agreements to rent Chromebooks for the semester, agreeing to pay any cost associated with lost or damaged devices. Clark State will work with area middle schools to bring college readiness curricula to the classrooms.

**Summative Evaluation (MM/DD/YYYY): 08/31/2014**

**Narrative Explanation**

Teachers will meet for two additional professional development days throughout the first school year in order to assess the program and provide feedback for evaluating its success. Input from students will also be collected throughout the year in the form of surveys and informal discussions.

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

The credentialing of 18 teachers in dual enrollment programs will drastically change the instructional capacity at the high schools. Dual enrollment courses will replace similar courses that are currently taught for high school credit only and allow them to earn both credits at once. Additional new courses will also give students the opportunity to work towards their Associate's degree while their high school diploma. The Chromebooks will also drastically change the organizational structure of the classroom and the resources students use to learn. Right now, the course materials in dual enrollment courses that are currently being offered in both districts are several years out of date. Ebooks provide a more cost effective way of making sure course materials are relevant and readily available to students.

**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.

Nationally, college completion rates at community colleges are extremely low. According to a 2012 report released by the American Association of Community Colleges, less than half of students who enter a community college graduate or transfer to a four-year institution within six years. Dual enrollment provides a solution by changing these statistics. A 2012 study by the Community College Research Center found that dual enrollment students were more likely to graduate from high school, enroll in four-year colleges, and stay enrolled. During the 2010-2011 school year, the National Center for Education Statistics estimated that 82 percent of public high schools offered dual enrollment options for students. A study conducted by Clark State in 2012 reinforces national reports that dual enrollment students are more likely to complete degrees. Dual enrollment students had an 85 percent retention rate their first year at Clark State in 2010. The students' grade point averages tend to be higher and they complete more college credit hours in a shorter amount of time than their peers who did not previously enroll in dual credit options. The estimated number of students in Northeastern and Clark Shawnee districts that will take advantage of the dual enrollment course options comes from a historically high rate of current students taking advantage of the few courses currently available at the high schools. The convenience of taking the courses at the high school paired with the lack of expense for the family will make this program extremely attractive to students.

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

**Yes**

22. If so, how?

The hope of Northeastern, Clark Shawnee, and their higher education partners that implementing the Ohio Transfer Module will become a standard for other high schools throughout Ohio. The strength of the module is that the credits are accepted at any public institution in the state as a unit. Students who complete the module will not have to worry about losing credits during the transfer, and the rigor of the module will prepare them well to continue on with their chosen degree path. It is expected that the biggest barrier to implementing the module in other districts will be the same barrier faced by Northeastern and Clark Shawnee: teacher credentialing. While the funding for this proposal will be paramount in solving this issue for these districts in a relatively short time period, the same project can be implemented at other districts over a longer period of time with help from higher institution partners. Large cohorts of teachers may be able to negotiate reduced tuition costs, and salary incentives for teachers may encourage them to earn their credentials on their own without financial support from the schools. Partner institutions of higher education can also assist districts in developing curriculum, and some cases may be able to help provide access to technology for students on the college campus.

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

Implementing the Ohio Transfer Module in the dual enrollment program at Northeastern and Clark Shawnee school districts will have a lasting impact on students. By credentialing teachers in more subject areas, students will have more options to receive college credit while completing their high school diploma and will be better prepared to enter college upon graduation. The implementation of the Ohio Transfer Module will ensure that all the credits earned by the students in high school will transfer to the public institution of their choice. It will serve as a model for other districts throughout Ohio. On a larger scale, more dual enrollment options for students will result in more college enrollment and completion in the State of Ohio. The addition of Chromebooks in the classroom will also have a lasting impact on the students and the way coursework is taught in the classrooms at Northeastern and Clark Shawnee.

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.

During the grant period, 18 teachers will complete their credentials to teach dual enrollment courses. This will bring the total number of credentialed teachers in both districts to 30, and enable high school to offer all courses needed for students to complete the Ohio Transfer Module. While students will directly benefit from increased dual enrollment options, they will also benefit from the teacher's professional development over the course of the grant period. The schools in general will be strengthened by having more credentialed teachers on staff. Both districts anticipate enrolling 625 juniors and seniors in dual enrollment courses in the fall of 2014. Each year after that, the districts anticipate another 310 juniors entering the program every year. This number is expected to stay fairly constant so that by year five, 1,525 students will have enrolled in courses for dual credit.

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 informative 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.**

In order to serve as a model for other school districts, data collection will have an integral role throughout the grant period and after. Students' success will be the key factor in evaluating the program. A team of teachers, administrators, and guidance counselors will keep track of participating students' grade point averages and college matriculation rates. The team will meet twice during each semester to determine if students are on schedule for completing their high school diploma. The team will also track the percentage of students who complete the entire transfer module compared to students who may only complete a few dual enrollment courses. The long-term goal is to have all students graduate high school with credits from the Ohio Transfer Module. The school districts will constantly evaluate the program with the help of their college partners to make progress toward this goal. The one-to-one learning approach will also be evaluated throughout the year by the same team on a bimonthly basis. Student and teacher feedback will be collected through informal discussions and student surveys.

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 a formal 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 Assurance:** 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, Lou Kramer, Superintendent, Northeastern Local 10-25-13**