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Adjusted Allocation 0.00

Remaining -499,263.12
Applications shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: New Hope Steam/Fast Track to College and Career in Central Ohio

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

To remain competitive in the global marketplace, Ohio must expand both the number of science-literate citizens and the number of young people pursuing higher education and careers in the fields of science, technology, engineering, and mathematics (STEM). Through the implementation of blended learning and partnerships with Ohio Christian University and local businesses such as Berger Hospital, New Hope Christian Academy achieves both of these goals. New Hope Christian Academy, in partnership with the Pickaway County Educational Service Center, submits this proposal for the development of a unique New Hope Fast Track STEAM Early College High School that integrates the arts and condenses four years of high school and the first two years of college into a single four-year period that results in students earning up to 63 college credit hours at the same time as they earn their high school diploma.

206 3. Total Students Impacted:

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

First Name, Last Name of lead applicant: Ty Ankom
Organizational name of lead applicant: Pickaway County Educational Service Center
Unique Identifier (RIN/Fed Tax ID): 134528
Address of lead applicant: 2264 Walnut Creek Pike, Circleville, Ohio 43113
Phone Number of lead applicant: 740-477-6427
Email Address of lead applicant: ty.ankom@pickawayesc.org

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

First Name, Last Name of contact for secondary applicant: Michael Fluhart
Organizational name of secondary applicant: New Hope Christian Academy
Unique Identifier (RIN/Fed Tax ID): 134528
Address of secondary applicant: 2264 Walnut Creek Pike, Circleville, Ohio 43113
Phone number of secondary applicant: 740-477-6427
Email address of secondary applicant: mfluhart.nhca@gmail.com

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 (RIN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

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

* 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.

The EDWorks Leadership Team managed more than $100 million in grant funds from the Bill & Melinda Gates Foundation, the State of Ohio and other nonprofit groups to create nine Early College High Schools in Ohio and redesign low performing high schools in 13 Ohio districts. EDWorks was also chosen by the State University of New York and the State Department of Education in New York to create and support a network of 23 Smart Scholar early college high schools in that state. Members of the EDWorks Technical Assistance Team have an average of 20 years of experience in the design and implementation of innovative schools. They are experienced administrators and National Board Certified Teachers, who are masters of adult professional learning. Members of the EDWorks Technical Assistance Team have facilitated the design of innovative schools in Ohio, Maryland, Michigan, New York, Tennessee, Washington and are launching new efforts in Alabama and Delaware. Formed on June 13, 1914, the Pickaway County Educational Service Center, formerly the Pickaway County Board of Education, has been making a difference in Pickaway County’s schools for over 95 years. The Pickaway County Educational Service Center is designed to serve as the conduit and delivery system for Ohio’s statewide school improvement and education reform efforts. The mission of the Pickaway County ESC is to be the educational leader in providing high quality services to schools and families in Pickaway County, and to facilitate the collaboration of quality services among the community agencies that serve children. Mike Fluhart, New Hope Christian Academy Administrator, has been in school administration for 13 years, and has been in education for a total of 17 years. He has a Master’s Degree in Educational Leadership from Ashland University. He was instrumental in the start of Grove City Christian High School and has worked on various grants and projects throughout his career. Kimberly Shepherd, New Hope Christian Academy Curriculum Director, has worked for 18 months with EDWorks on the development of the high school. She has researched and observed innovative programs and has implemented blended learning and project-based learning at New Hope through professional development sessions. She is also certified as a Foundations & Frameworks Specialist. Foundations & Frameworks is an instructional reading program that uses a collection of best instructional practices for equipping students to fully understand ideas conveyed in text. She has successfully managed Foundations & Frameworks at New Hope Christian Academy, which has led to improvement in student comprehension.

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.

New Hope has historically been an elementary academy. In recent years, parents have begun calling for an equally rigorous high school experience for their students. School leadership and staff mounted a search for rigorous, effective high school models. Through our research, we identified several successful Early College High Schools, many with a STEM focus. Our investigation also uncovered data highlighting ongoing challenges among Central Ohio businesses seeking to fill positions in the STEM fields, such as engineering, technology, mathematics, health services and the natural sciences. With this background in mind, New Hope has embarked upon a process to design and implement a Fast Track Early College High School focused on helping Central Ohio-area businesses meet their STEM hiring needs - and better prepare our students to complete a two- or four-year degree in as little as two to three years after they graduate from our high school. Since 2003, Ohio’s 10 established Early College High Schools have dramatically improved outcomes and achievement for nearly 7,000 urban students. Ohio’s Early College High Schools are primarily focused on serving students least likely to attend college because they have struggled in the traditional education setting or they face a wide array of challenges associated with low income and/or minority students who have no family history of college access and success. Students in existing ECHSs generally enter the school several grade levels below expectations, requiring significant investments in academic and social supports to ensure
they are adequately prepared for and successful in the rigorous ECHS curriculum. To meet local needs, this proposal also represents an innovation in Fast Track Early College High design. Currently only 11.4% of residents age 25 or older in Pickaway County have a bachelor's degree of higher. New Hope Christian Academy's Fast Track STEAM High School is designed to not only teach students for college readiness but also for career readiness. With the Fast Track Early College High School experience to have every student leave school with a minimum of 24 hours of college credit and a career credential (like Cisco technology certification or STNA - State Tested Nursing Assistant) OR 63 hours of transferable college credit. Even in high-performing high schools, students often struggle with the heavy college demands in language arts and mathematics. For that reason, the 9th grade year will focus on accelerating students' knowledge and skills in reading, writing, and mathematics to help them develop a strong foundation. The 10th grade year will focus on STEAM design of its STEAM Fast Track ECHS.

Based design challenges are all based around Understanding by Design by Wiggins and McTighe. Under this grant, beginning in September, the Design Team and teachers will delve more deeply into 21st centuries strategies of blended learning, leading, competency learning and credit flexibility. They will engage with higher education and business partners to develop innovative new units of study, quarterly hands-on design challenges, lesson plans and rubric-based assessments for the high school classes in grades 10-12 and identify specific college courses and supports for students in those grade levels. This work takes place through some 80 hours of professional development, embedded in the school day, in after school sessions and an intensive summer institute.

EDWorks technical assistance coaches will guide the development of the units, design challenges and lesson plans. A five-year strategic plan will be developed to provide specific, actionable, measurable steps to reach the overall vision of the school. The Design Teams regularly take their plans back to teachers, parents and community for feedback and."
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

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<th>Plan (MM/DD/YYYY)</th>
<th>01/01/2014</th>
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* Narrative explanation

Beginning in January, we will implement a form of process to revise the initial vision documents for the school. Conducting an intensive outreach and communication initiative with the community to identify STEM and art partners to assist with the design process. The design team will begin a series of meetings with our higher education partner, Ohio Christian University, to deepen our Memorandum of Understanding and increase student support systems. In February, we will expand the Design Team’s exploration of blended and competency learning, badging systems and flex time. Continuing the community engagement and education process the focus will be future workforce needs and learning modalities. With continued embedded teacher professional development, information on brain research and its impact on teaching and learning will be added. Concluding in February, the Design Team will delve into the 10th grade curriculum development process.

Beginning in March the 1st grade curriculum will be developed. The Design Team will develop Grade-level “buckets” of knowledge and skills based on the Common Core and college ready standards. We will use the backwoods design process, identify curriculum anchors (big ideas, enduring understandings, and essential questions), pacing guides and curriculum maps. We will introduce design thinking processes and begin developing quarterly Design Challenges. All the while be monitoring implementation of school-based professional development and expand work with teachers to include specific high payoff instructional strategies. In April and May organizational development and strategic planning will be conducted with the Design Team. The focus will be on climate, culture, Summer Bridge programs, advisories and capstones. Facilities will be examined to identify space for innovation, including the development of the flexible schedule. The Design Team will continue the 12th grade curriculum development process. Growth mindset strategies will be introduced to Design Team members. Finally in May 2014 the organizational development and strategic planning processes with the Design Teams will be completed, focusing on human resource deployment, budgeting, signature events, planning for ongoing, embedded professional development. Lesson plan development will be continued with STEAM and higher education partners. Presently our partners include Berger Health Systems and Ohio Christian University. Our partnership has the potential to expand with a recent informational seminar held at our facilities. At this stage we do not foresee any barriers as the initial stages of the plan are currently being implemented.

Implement (MM/DD/YYYY): 01/13/2014

* Narrative explanation

Beginning January 13, 2014, high school students will attend Oral Communications class at Ohio Christian University. The STEAM Initiative already in place at New Hope will be expanded. Implement the school design. Continue embedded teacher professional development in common planning time. Use creative scheduling to establish a system of “instructional rounds” and “study tours” to members of the Ohio Early College Association. The simple biggest barrier will be the professional development of the teachers. Our inability to get this grant will limit our ability to partner with Education Works in the development of this project.

Summative evaluation (MM/DD/YYYY): 06/01/2014

* Narrative explanation

During an intensive Summer Institute, we will flesh out units of study, designing lessons, rubrics and assessments, completing quarterly design challenges. Through the Design Teams, we will gather feedback on instructional practices and engage in the state Straight A evaluation, as needed. The largest barrier will be the inability to utilize the Education Works staff assisting with assessments. The assessment then will be strictly internal, which we feel limits the scope of perspective.

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

The initiative is designed to move our school from a traditional college prep academy to an innovative STEAM school. By the end of this grant period in June 2014, New Hope will be ready to implement its planned work force. This will include cohesive identity for the Fast Track Early College High School; Curriculum driven by the primary themes/focus areas in the school identity; curriculum that is integrated or tightly aligned across the content areas; A preponderance of inquiry-based instructional practices in units and lesson designs, with teachers prepared to fully engage the students through problem-based, project-based or other similar hands-on learning modality; More intense levels and requirements for reading and writing in all content areas; Informational text, technical text and writing assignments that reflect the primary themes/focus areas in the school identities; Quarterly Design Challenges that fully integrate local business and community partners in the research, design and formative assessment process; High School schedules will provide multiple opportunities for students to earn professional certificates; in addition to 24-63 hours of college credit.

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.

Annual studies by Jobs for the Future confirm that a full 97% of Ohio ECHS students graduate from high school; 79% earn at least 1 year of college credit while in high school; one in three earn an associate degree or higher within 2 years of college credit while in high school; 95% continue in higher education; and 87% persist to a four-year degree - in urban areas where only 78% of students, on average, even graduate from high school. Early College High Schools have been recognized among the best schools in the country by U.S. News and World Report. ECHS’s are generally the top-performing schools in their urban districts, consistently scoring in the top 5% of state-designated “Schools of Promise.” ECHS students consistently out-perform their peers across the state in assessments of reading, writing, mathematics, science and social studies. Within the last month, the U.S. Department of Education named the Akron Early College High School a national “Blue Ribbon” school.

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

F: YES  N: NO

22. If so, how?

With its well-developed planning process, established demonstration sites and existing Ohio Early College Association, this project is ready for replication for other Ohio districts. Through DECA, lessons learned from one ECHS will be available to other schools in the district and, through white papers, to any school/district in Ohio and beyond.

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

This initiative will establish a model for developing and supporting Fast Track ECHS in similar Private nonprofit schools in Ohio and beyond. Locally, high school graduation and honors class enrollment rates are down. Student success in college is low and remedial instruction at the college level is at all time high. These facts, coupled with employers struggling to find employees that are ready for the 21st century workforce, is the driving force for this project and the design of our school’s curriculum addresses all of these issues. We are implementing STEM Pre-K through grade12. Our students will be college ready and have had college experience with the support they need to be successful.

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.

Specific Benchmarks: By the end of June 2017, New Hope should have a fully-functional STEAM/Fast Track Early College High School; The school will seamlessly blend high school and college coursework. Every graduate of the Fast Track ECHS will attain a minimum of 24 hours of college credit; A minimum of 1 in 3 students will complete 63 hours of transferrable college credit during their four-year high school career; Students will, on average, earn 40 hours of college credit during their high school career; Any student who does not earn 60 hours of transferrable college credit will earn a professional certification (such as Cisco certification or STNA health care licensure)

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program’s progress).

The nature of the Initiative requires a thorough evaluation that documents both the baseline and the programmatic outcomes including the foundations laid for long-term sustainability of the Early College programs. The evaluation will be divided to address program evaluation and financial aspects of sustainability. To ensure the highest quality program evaluation, a request-for-bids will be posted with specific notice to evaluation professionals who have a history of quality work with the initial Early College evaluations (2004-2009), (AIR, Edviva, McCREL and others). The request for proposal will be posted within 5 days of the award announcement. Bids will be accepted for a two-week period after which a team consisting of representatives of the participating school districts will review the proposals for both quality and cost-effectiveness. Program Evaluator will be named and contracted no later than January 30, 2014. Baseline measures will be completed by March 1, 2014. The RFP will specify that the mixed method evaluation will include a thorough documentation of the existing conditions on the impact areas (baseline) prior to the initiation of the project. Follow-up measures will document the progress toward program goals and allow for adjustments to implementation timeline or process as necessary. Areas of concern identified in this process will be addressed by the technical assistance coaches of EDWorks. The evaluation will focus on four major impact areas: 1) Program indicators 2) Teacher professional learning and gains in 21st Century skills 3) Student learning and gains in 21st Century skills 4) Financial sustainability and cost savings Program indicators will be tracked and measured according to the programmatic timeline detailed previously. Benchmark activities include but are not
limited to the development of the design teams, execution of design and planning activities and the specific site implementation timeline. In addition to the program activities outlined as part of this proposal, plans developed by design teams will be tracked for efficacy of implementation. Teacher professional learning will be tracked through documentation of professional learning session content, hours, agenda, sign-in and evaluations. Changes in classroom instruction practices will also be evaluated through direct classroom observation. Student learning and increases in 21st Century skills will be tracked through a variety of measures including state testing, formative assessments of reading and math as implemented by the site and classroom observations.

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

Ty Ankrom, Superintendent
Pickaway County Educational Service Center
10/24/2013