

Budget

Springfield City (044818) - Clark County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (342)

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	22,200.00	0.00	0.00	0.00	22,200.00
Support Services		30,000.00	12,000.00	92,000.00	16,060.00	0.00	0.00	150,060.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		29,400.00	6,174.00	22,000.00	16,500.00	0.00	0.00	74,074.00
Family/Community		0.00	0.00	32,500.00	0.00	0.00	0.00	32,500.00
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	0.00	0.00	0.00	0.00
Total		59,400.00	18,174.00	168,700.00	32,560.00	0.00	0.00	278,834.00
Adjusted Allocation								0.00
Remaining								-278,834.00

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: Improving College and Career Readiness: Expansion of a Successful Data Driven Partnership.

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 will leverage partnerships with area colleges and businesses and a well-established educational improvement center to increase Springfield City School District's (SCSD) graduates' college readiness, college-going rate and career readiness. We will invest in systems to expand and sustain our successful internship program and our data-driven personalized college and career advising process. With significant participation of our nine partners, we will host a College and Career Readiness Summit to enable collaboration with middle school and high school staff as they modify instructional practices to better address our high-poverty, urban district's students' college and career readiness needs.

3202 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Dona Starrett

Organizational name of lead applicant: Springfield City SD

Unique Identifier (IRN/Fed Tax ID): 044818

Address of lead applicant: 1500 West Jefferson St. Springfield, Ohio 45506

Phone Number of lead applicant: (937) 505-2841

Email Address of lead applicant: starrettda@spr.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.

Educational Policy Improvement Center (EPIC), David Conley CEO [REDACTED] 1700 Milrace Drive, Eugene, Oregon, 97403 (541) 246-2600 contracts@epiconline.org The Southwestern Ohio Council for Higher Education (SOCH) Sean Creighton [REDACTED] 3155 Reasearch Blvd, Stc 204, Dayton, Ohio 45420-4015 The Greater Springfield Chamber of Commerce Horton H. Hobbs IV, Vice President 31-0452610 (937)325-7621 20 S. Limestone St., Suite 100, Springfield, Ohio 45502 Department of Jobs and Family Services/Work Plus (DJFS)/(Ohio Means Jobs)/Virginia K. Martycz, Ph.D. (937)327-1858 1345 Lagonda Avenue, Springfield, Ohio 45503 Clark State Community College (CSCC) Jo Alice Blondin, President 63370 (937)-328-6002 570 E. Leffel Lane, PO Box 570, Springfield, Ohio 45501 Central State University (CSU) Cynthia Jackson-Hammond, Ed.D [REDACTED] (937)378-6333 1400 Brush Row Road, P.O. Box 1004, Wilberforce, Ohio 45354 Wittenberg University Christopher M. Duncan, Provost (937)327-7915 P.O. Box 720, Springfield, Ohio 45501-0720 Wright State University (WSU) David R. Hopkins, President (937)775-2312 3640 Colonel Glenn Highway, Dayton, Ohio 45435 Cathy Balas [REDACTED] (937) 287-6507 2830 S. River Rd. Cedarville, Ohio 45314

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 team members responsible for leading this project have extensive experience (individually and as a team) managing private, state, and federal grants and developing and implementing innovative programs in the public educational setting. SCSD has an excellent record of financial management, recently commended for a "finding free" audit by the Auditor of State. Some relevant grants recently implemented include Race to the Top Innovative Program Grant for the our Learning Cafe (\$700,000+), a School Improvement Grant for our Alternative School (\$3 million+) and Martha Holden Jennings Foundation grant for piloting a College and Career Readiness assessment (\$30,000). These and many other grants have all been implemented and managed successfully. Superintendent Dr. David Estrop has led this district for four years, during which time we have made significant improvements in value added measures, reversed a trend of declining enrollment, and earned state and national attention for our innovative practices. Dr. Estrop has previously served as Superintendent in Wooster, Ohio, Lakewood, Ohio, and in various positions, including Treasurer in the Springfield, Illinois public schools. Campus Director Jonathan Kuehnle directs all high school programs. He has extensive experience in data-driven school improvement and has implemented Teacher Based Teams to drive collaborative planning and improvement at Springfield High School. Director of Middle Schools, Alternative Schools, and Adult Education, Mr. Marvin Jones, has previously served as an Academy Principal at Springfield High, preparing him to assist in the operational alignment between our middle schools, alternative school, and high school. Special Projects and Communications Consultant, Kim Fish, MBA, brings more than 20 years of business and consulting experience to the district's innovative programs. During the five years she has been with the District, she initiated the college readiness assessment and advising process, among other projects. She is the district's primary contact for higher education and business partnerships. School Improvement Consultant Rick Butler formerly served as a teacher and high school principal in the district. For the past 4 years he has led SCSD's school improvement and community engagement initiative, including the data collection and analysis functions. He and Ms. Fish have led the college and career readiness efforts for the district. SHS College Options Coordinator, Bill Slagle, teaches IB Social Studies at SHS and coordinates all college credit earning programs, including IB, AP, and Dual Enrollment programs. He is active in district level initiatives related to college readiness. Mr. Slagle also serves in a leadership position in our teachers' union. Teacher Based Team (TBT) Lead in Math, Jill Schuring, has experience teaching several grade levels of high school math, the last three years of experience at Springfield High. TBT Lead in English, Beth Biester, teaches a variety of English/Language arts classes at SHS, including IB English and Journalism. She also participates in college readiness programming offered in our extended day Learning Cafe. We will hire independent contractor Cathy Balas as a consultant to coordinate the grant activities. We have worked with Cathy in various capacities, most recently when she was the director of internship programs for a local technology development firm. She has worked with our district and our high school in developing new curriculum and in placing interns. Cathy's background includes extensive work in higher education and in workforce development. She also has worked as an independent evaluator for many grants, and brings that expertise to our team.

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.

Increasing students' college and career readiness is a high priority of our reform effort, now in its fourth year. Our district serves a community with a low level of educational attainment (16% of adults have Bachelors Degree) and while our 4 year graduation rate is 74.6%, our college going rate is only 50%. Of those who go on to further education, most stay close to home and enter community college. Our graduates' need for remediation in college and persistent development issues with our workforce clearly indicate the need to better prepare our students for success after graduation. We created effective processes for partnering with nearby colleges and businesses and piloted several successful extended day and extended school year interventions. These have been recognized as exemplars by OBR & The Innovative Learning Network. Now, we will expand these efforts and facilitate instructional practice improvements in our middle schools, high school, and alternative school. Student interviews, stakeholder surveys, and feedback from our college partners confirm that our students need intervention and support to develop better reading and math skills (the key goals of our OIP) but also need better non-cognitive skills or traits, such as study skills, time management, collaboration, and persistence. Four years ago, an extensive community engagement process told us that personalized educational choices and better advising were of paramount importance. Based, in part, on that information, we piloted an assessment from Dr. David Conley's Educational Policy Improvement Center (EPIC) and extracted student-level results to build a personalized, data-informed advising system. This system involves college and community partners who individually advise students and their family members twice per year. Our partners also meet to review this data and plan responses. Together, we have begun pilot school-day and after-school programming to improve our students' college readiness. In a parallel effort to improve our graduates' job readiness, we assess middle school students' career interests. We've built a steering committee of regional business leaders and workforce development organizations. Just like our college partners, our business partners need well-prepared students. As students build the academic skills to be lifelong learners, they must also develop non-cognitive skills and an understanding of the culture and expectations of the work force. To address these needs, we've piloted a work-ready certification program in our extended day Learning Cafe. We plan to expand these offerings and add customer service training, business ethics, and soft skill development opportunities for multi-age students. We believe offering students' opportunities to earn career-related certificates and credentials (including early college credit) will increase student engagement and add value to our graduates' diplomas. Our efforts have been embraced by a Chamber of Commerce workforce development task force, which is planning to build upon our highly structured internship placement process. With grant support, we will expand our work-ready certification efforts and increase the number of students placed in appropriate internships. Working with our career readiness partners, we will customize a web-based portal to allow sustainable expansion of our high-school focused internship placement process. To amplify the impact of these already successful efforts, we will facilitate teacher understanding of the need to improve our students' college and career readiness. We have established the infrastructure for change by forming teacher-based teams and by adding frequent collaborative planning time during the school year. With grant funding, we will provide context, training, and additional collaborative time to allow our staff and our partners to develop action plans for instructional improvement at our high school, alternative school and middle scho

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.

We will contract a College and Career Readiness Coordinator to manage the grant-funded work; we will repurpose an existing FTE to sustain this work. We will analyze student academic and non-cognitive data gathered with EPIC's Assessment of staff and students in grades 8, 10, and 11. Faculty from our college partners will assist in providing personalized advising for these students. SCS D will compile data collected during the EPIC assessment and subsequent advising sessions. We will combine this information with prior year results and National Clearinghouse data to document trends in student aspirations. We will compile recent data, including AP, IB, and ACT scores, and end-of-course exams. (For two years, SCS D has required and funded all students in AP and IB courses to complete all AP and IB exams. SCS D will sustain.) College partners will provide data on recent SHS graduates' remediation needs. Working with DJFS, we will summarize the results of internship preparation and placement pilots. DJFS and the Chamber will provide current and projected workforce needs, projected county-wide internship demand, and employer feedback on internship experiences. This information will provide the baseline from which to measure student improvement. Our Ohio Improvement Plan (OIP) focuses on improving reading and math achievement; with grant funding, we will provide additional interventions and systems to improve study skills, develop perseverance, support students writing college level papers, and increase the academic rigor of high school for more students. We will contract for a statistically valid survey of district families to assess attitudes, aspirations, and to determine effective communications tactics so that we can more effectively engage students and families. Our college partners will help us develop student and family-focused programs, including monthly (Feb-May) evening programs and workshops for students and parents. Our career partners will work with us to review career readiness activities and to develop systems to expand and sustain our internship program. We will adapt SOCHE's college internship portal and explore the Ohio Means Jobs as-yet-unreleased portal piloted by DJFS through March, 2014. In order to prepare more students for internships, Clark State Community College, DJFS, and other contracted providers will provide instruction and certification to our students (through our afterschool Learning Cafe) in Customer Service, OSHA-10, Business Ethics, and Resume Writing and Interview Skills. In June, with our college and career partners, we will provide professional development (PD) to our core middle school and high school teachers, administrators, instructional coaches and counselors. We will share student level data, school and grade level aspiration and achievement trends, and best practices for improving college and career readiness. We will provide summer reading materials and gather preferences about how to structure planning sessions to be presented in August. We will plan a two-day August College and Career Summit for MS and HS staff with programmatic content, panels, speakers and facilitators drawn from our college and career partners and our own teacher leaders. General sessions, such as keynote sessions, will be open to participants from neighboring school districts. The Summit will provide our staff with important collaborative and planning time. The teacher-based teams responsible for high school core subject areas will create action plans to address cognitive and non-cognitive skill improvement. These plans will be shared with the middle school staff to facilitate vertical alignment in math and English/Language Arts.

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

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

278,834.00 * 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).

A large part of the budget will pay for professional development activities, including collating new sets of data which include the EPIC assessment, standardized test information, student and family engagement information, career inventories, and workforce needs. We will incur costs associated with hiring a data entry and analysis person, a position that will be sustained and absorbed by SCS D and in FY 15 and beyond. We will also pay stipends to our middle school and high school teachers and counselors so they can attend three days of professional development during the summer. During this time, they will review data and collaborate with each other and our college and career partners to develop action plans for instructional and administrative change. These costs, applied to our own staff, are then subject to fringe benefits. We will contract with a college and career readiness coordinator, who will manage and document the grant activities. We have identified an experienced local consultant with extensive educational and workforce development experience and calculated the expense based upon her availability three days a week during the term of the grant. We will repurpose an existing district FTE to continue this work when the grant ends. We will contract with the Educational Policy Improvement Center (EPIC). EPIC has developed and provided workshops to improve college and career readiness in many states. EPIC will analyze our student and staff data and provide a customized report for our June professional development session. EPIC will send presenters to Ohio to provide a keynote address and lead breakout sessions during our Summit. We will pay for food and other costs related to this Summit. We will contract with outside instructors to pilot job-readiness certification courses for our internship candidates. These costs are expected to be covered by our partners and workforce development grants in future years. We will contract with a market research firm to assess our student and family aspirations, interests in college and career readiness information, and to help determine the certifications, topics, and communications tactics most appropriate to our community. We will then contract with a marketing firm to develop templates for enhancing this communication. The ongoing costs will be sustained and absorbed into the district's communications processes and budget. We will pay for EPIC's CampusReady Assessment for one year from grant funds. We have purchased this in previous years from grant funds and/or from our ESC funds. These are non-recurring expenses. We will purchase supplies and materials, including books, food, and workshop materials for planning meetings with our college and career workgroups, our June professional development session, and our August Summit. These are non-recurring expenses. \$30,000.00 -9 months of data admin person & \$12,000.00 40% benefits; \$29,400.00 -staff stipends June and August, plus some planning time for a few people & \$6,174.00 18% benefits; \$22,200.00 -contracted instructors for college and career interventions; \$92,000.00 -Coordination for summit \$4,000; evaluator \$10,000; developer services to update the soche platform \$7500 contracted ccr coordinator for 9 months \$40,500, mkt research \$20,000, epic analysis \$10,000; \$22,000.00- speakers & travel for summit, \$10,000 contracted help from Soche administrator for business experience, \$5000; food for June and summit \$7000; \$32,500.00 -templates, videos, web updates for outreach \$12,500, informational piece related to summit, mailed to families \$20,000; \$16,060.00 -epic \$8,060 per year soche licensing \$5,000 one time fee & \$3,000 per year; \$16,500.00-books \$3,000, other materials/supplies \$7,500, equipment, supplies for meeting \$6,000.

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.

150,000.00 * 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 grant opportunity allows us to expand ongoing projects and accelerate the change in instructional practices through an intensive, one-time investment in staff development and systems development. Recurring costs for sustaining ongoing professional development will be paid for from the district professional development budget, and will be supplemented by archived videos of keynote talks and other documentation and work products from the Summit. We will apply for additional grants or cover this recurring expense using ESC or district assessment funds in order to sustain the use of this important data source. We will license the college internship website from one of our partners, and we will pay the developer of that system to modify it for our use. The position of the College and Career Coordinator, a recurring cost, will be sustained after the grant by repurposing one current central office position. We will also have recurring costs as we continue the assessment of our students. These costs have been previously covered by grants or district funds and the district is committed to sustaining them after the grant ends. We may incur recurring costs if we continue to offer job-readiness certification classes. We have been offered access to workforce development funds, as available, through DJFS. Additional funds may be available through one or more of our partners. The hosting of the system will be an annual expense, but we expect to have this expense paid for from our community engagement communications budget, sustaining our website hosting agreement. Within three years, we see this cost being absorbed by the Chamber of Commerce as the internship platform is scaled and expanded to other schools in our county.

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

0.00 * 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.)

There may be some cost savings as students take more ownership of their path to college and career. The outcomes of the instructional practice changes and our partners' supplemental programs will increase student study skills, persistence, and/or time management strategies, thus enabling students to better meet their academic goals. Savings for students and families, the district, post-secondary institutions, and businesses in the number of tutoring hours required and the costs of remedial courses are anticipated to be realized after several years. The benefits of better prepared students and a better prepared workforce will provide cost savings and these benefits will be tracked as they become evident.

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 grant will allow our program to not only expand but also to become more easily sustained. We will build deeper and more targeted partnerships between the district and our continuing partners. Through our work with Soche, DJFS, and the Chamber of Commerce, we will expand the number of partners and thus reduce the workload and costs for any single partner. We will build capacity within the administrative and teaching staff at our middle schools, alternative school and high school, thus creating a system to support and help train new staff. By hiring a dedicated College and Career Coordinator (and repurposing a current FTE to sustain this), we will improve communication and follow-up with our partners. During the grant-funded period, we will collect and document our procedures and processes we have used in our pilot efforts. Creating that documentation, including video documentation, will create a foundation for sustainability, scalability, and replication. By purposefully using grant funds to create communications templates, data structures, and online systems to enable business and intern matching, we are investing in easily maintained systems that will be absorbed into ongoing departments and budgets.

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): 01/01/2014-02/28/2014

* Narrative explanation

January, 2014 We will hire our CCR Coordinator and convene our partners for a planning meeting. We will review activities already scheduled and ensure that overlaying the additional actions made possible by the grant do not disrupt the existing events. We will add new partners, as appropriate, to SCSD's existing Career Readiness Advisory Group and the College Readiness Advisory Group. These groups will review and revise the preliminary plans (shown below). We will prepare budgets and train our Coordinator on SCSD's various budgetary and operational processes. February, 2014 We will conduct market research to help determine the priority topics to present and the optimal ways to communicate with our students and families. We will hire and train a data input and analysis staff member. We will execute contracts with EPIC and others for services to be provided during the grant period. We will begin holding planning meetings and we will encourage our Teacher Based Team Leads to begin discussions with teaching staff. While planning the expansion of our program is underway, we will be implementing activities, as described below. We have developed a calendar of regularly scheduled meetings with our college and career partners, advisory groups, and other stakeholders (like the Chamber of Commerce). The following calendar of grant milestones has been developed as a function of these meetings. Adjustments to the calendar, milestones, and personnel assigned as primary activity facilitators will be made in consultation with our partners, advisory groups, and stakeholders.

Implement (MM/DD/YYYY): 01/01/2014-09/30/2014

* Narrative explanation

January, 2014 Hire and train College and Career Coordinator (SCSD); Evaluate first semester college and career partner activities (advisory groups); Plan college partner event for February, March, April, and May (advisory groups); Hire data coordinator and begin data collection and analysis (SCSD); Schedule internship preparation activities (advisory groups); Develop internship portal (SCSD; SOCHE) February, 2014 Promote, present, and evaluate college and career partner activities (CCR Coordinator); Conduct Market Research; Launch internship portal (SCSD personnel; SOCHE) March, 2014 Promote, present, and evaluate college partner activities (CCR Coordinator); Monitor and modify, as necessary, internship portal (SCSD personnel; SOCHE); Administer EPIC CollegeReady survey (SCSD personnel) April, 2014 Promote, present, and evaluate college partner activities (CCR Coordinator); Monitor and modify, as necessary, internship portal (SCSD personnel; SOCHE); Recruit and train advisors for CollegeReady survey follow-up (CCR Coordinator) May, 2014 Promote, present, and evaluate college partner activities (CCR Coordinator); Monitor and modify, as necessary, internship portal (SCSD; SOCHE); Schedule and conduct CollegeReady individual advising sessions (CCR Coordinator); Plan professional development activities for June, July, and August (SCSD, advisory groups, CCR Coordinator) June, July, August, 2014 Evaluate college partner activities (CCR Coordinator); Monitor and modify, as necessary, internship portal (SCSD; SOCHE); Present professional development activities (SCSD; college and career partners; CCR Coordinator) September, 2014 Conduct summative evaluation of grant-funded activities (SCSD; college and career partners; CCR Coordinator) We anticipate needing to address these potential barriers: Having different people attend planning and evaluation meetings means more meeting time reviewing past discussions and lack of continuity. We will encourage partners to send the same people to our advisory meetings. We will promptly deliver meeting notes and materials to partners and stakeholders via email and an online collaborative workspace. Maintaining the frequency and volume of student participation at college and career activities is highly dependent on when and where the activities are conducted. Our market research will help us better align these to our student and family preferences. Good communication is critical to maximizing the impact of our work and we will continually review stakeholder responses and readjust our tactics as necessary. Communications between our partners will occur regularly via email and phone, but our CCR Coordinator will introduce use of a collaborative workspace, Basecamp, to provide one location to upload documents, calendars, and for online collaboration. Communications between staff include email, phone, and the use of teacher mailboxes. Staff communications will be facilitated by including the teacher based team leaders and SHS college options coordinator in our workgroup. We will encourage and support teacher to student communication about college and career readiness. Students and parents can access general college and career readiness information, learn about events, opportunities through district and school newsletters, e-newsletters, automated calls, direct mail, personalize mail, and through district Facebook and Twitter postings. The results of the grant-funded market research will assist us in determining more effective ways to communicate with our students and families. Partners, staff, students and families will be served by our district website, which has a dedicated college readiness page which, with grant funding, will be upgraded and expanded. This expansion will incorporate career readiness resources, including the online internship portal and online registration for college and career readiness activities.

Summative evaluation (MM/DD/YYYY): 01/01/2014 and on-going

* Narrative explanation

We will assess the processes, the programs, and ultimately the student-level results of our efforts. We will use sign in sheets and brief surveys to collect data about the effectiveness of our meetings and our PD sessions. We will survey the staff and partners who participate in our advising process. We will survey students and parents who participate in advising sessions as well. We will use sign in sheets and brief surveys to collect data about the effectiveness of the college and career programs and classes we provide. In some cases, we will use pre- and post-evaluations to attempt to measure changes in perceptions and attitudes. We will use this method with our staff to help determine the effectiveness of our PD and the value of guided collaborative time. We will measure student, parent, and stakeholder use of the newly designed internship portal and CCR section of our website. We will use web analytics to gauge the traffic to the portal and to identify potential technical issues. We will survey users of the internship portal to assess their level of satisfaction and to seek their recommendations for on-going development. Due to the short period this grant is in effect, we will continue our summative assessment for several years after the grant funding expires. We will analyze data on the college-going rate, the need for remediation at our nearby colleges, the number of students who complete internships, the number of students who earn job-readiness certificates, and the number of students attempting college level work while in high school. We will compile and analyze the number of students earning scores of 3 or better in AP tests, 4 or better in IB assessments, and we will review our ACT participation rate and scores.

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

Expected changes to instructional and organizational practices in our institution: We will formalize our adaptive advising system and continue partner-based advisory committees for both college and career readiness (CCR). As we move from pilots to formal structures, we will identify key individuals (positions) within our district offices and schools who will be included. We will also determine schedules for meetings, assessment, and advising to coordinate with school calendars on an ongoing basis. We will develop focused professional development modules around college and career readiness topics, and we will develop a process for our teacher based teams to select priority outcomes to address with instructional changes. Based on our prior data, we expect these may include working on increasing student self-reported competency with study skills components (= note-taking, etc.), persistence (= assignments that require effort when answers are not immediately apparent), time management (= longer-term assignments), writing (= increased frequency and increased volume of writing assignments). Research-based techniques to address these needs will be shared by our educational improvement partner (EPIC). Establishing that relationship with our TBTs and access to an expert consultant will create the opportunity for future consultation to drive changes to instructional practice. We expect that this grant-funded project will help solidify the role of the Teacher Based Teams, which were established at the start of this school year. We also think this activity will help those teams further develop their own operating processes relative to decision making, planning, and evaluation. We will improve our CCR student assessment data collection and analysis during the grant-funded period by fully devoting a new data input and analysis staff member to that task. After these systems are established and the existing data has been populated, that position will serve other district data needs and update the CCR data as needed. We will expand our partnerships in both college and career spheres through this intensive, grant-related collaboration, and by opening our CCR Summit to nearby school districts, institutions of higher education, and businesses, we will expand the number of partnerships which can impact our staff and our students. Feedback from college partners regarding our graduates' remediation needs and feedback from career partners regarding successful internships and employment needs will provide useful information to another ongoing activity in our district: the implementation and expansion of problem-based learning. We expect that many of our CCR partners will participate in defining real-world problem scenarios which will help drive curriculum development at our middle schools, high school, and our regional STEM school. (We are a founding partner in that school and share some resources.) By building web-based internship portal and increasing the functionality of our web-based college and career readiness navigation processes and systems, we will continue to enable our staff and students to access more potential internships and college-going resources while reducing the amount of school staff time to coordinate these interactions.

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.

Extensive research confirms non-cognitive skills as predictors of college and career success. Students rely upon these same skills as they master Common Core State Standards. That College and Career Readiness (CCR) skills are essential in the K-12 environment is widely acknowledged in research and in policy. For example, a Feb., 2013 publication of the Council of Chief State School Officers' Innovative Learning Network (Ohio and SCSD are members) explains the national context: In 2011...ILN member states convened....Task Force on College and Career Readiness. Comprised of ILN chief state school officers and their deputies, key stakeholder groups, and national thought leaders, the Task Force sought to guide state education systems toward a more clearly articulated definition ... consistent with a broadened understanding of the student characteristics necessary for success in the 21st century. Reflecting on the Common Core State Standards, (CCSS) members asked what kinds of young people their parents and communities hoped would emerge from their transformative state education systems. Unanimously, they acknowledged that the CCSS are foundational to preparing students for college and career....but alone they are not sufficient....it is necessary that students cultivate higher-order cognitive and meta-cognitive skills that allow them to engage in meaningful interaction with the world around them....these knowledge and skills are not achieved in a vacuum but require the development of underlying dispositions or behavioral capacities (such as self-regulation, persistence, adaptability) that enable lifelong pursuit of learning. The vision.... was buoyed by increasing literature and analysis from the field.Shaping the intellectual basis for the definitional elements, David Conley's "Four Keys to College and Career Readiness," the Partnership for 21st Century Skills "Framework for 21st Century Learning," and the Hewlett Fdn. Ed. Program's definition of "deeper learning" have served as primary influences." (Knowledge, Skills, and Dispositions: The ILN State Framework for College, Career, and Citizenship Readiness, and Implications for State Policy, CCCSO Feb. 2013) A recent article about the Conley/EPIC assessment system SCSD uses explains its utility: "In light of the importance of college and career readiness as specified by the CCSS and the Race to the Top Assessment Program, it is increasingly crucial to measure the knowledge and skills associated with postsecondary success. School personnel-administrators, teachers, counselors, and other student support personnel-may assess their studentsto better understand how they can adjust instruction and programming within their classrooms and schools to encourage and teach the Key Cognitive Strategies (KCS)....Within the larger CCRSD online system, these instruments are tied to a resource database with actionable steps. The system is longitudinal, allowing students and school personnel to track their responses over time, monitor progress, and adjust instruction accordingly....With versions available for students, teachers, and other school personnel, and with the possibility of longitudinal tracking, school personnel can get a better sense for the value added of their programs to student learning and achievement....This system is not meant to replace current and well-known academic performance measures; the KCS are meant to add more meaning and clarification in integrating the instruction of thinking skills alongside the content that is taught and measured in high school courses. The CCRSD online system allows all participants to use a data-driven decision framework to better understand how they can optimally spend their high school years in preparation for the future." (College and Career Readiness Assessment: Validation of the Key Cognitive Strategies Framework, Allison R. Lombardi, D. T. Conley, et al, Assessment for Effective Intervention pub. 28 June 2012)

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

Yes

No

22. If so, how?

By collating the results of our pilot efforts, we are creating a guide or template for other districts that may seek to replicate our system. Our system can be a model for other communities as well. Accordingly, replication can be driven by the K-12 or college partners, or by businesses, Chambers of Commerce, or workforce development partners. Our efforts now focus primarily on our high school students, but our proposal seeks to scale this system for our middle school students as well. In addition, by enlisting partners who touch many school districts (such as our college partners, or our Chamber of Commerce) we are building a larger group to advise other K-12 districts and help them to replicate or scale our processes. By partnering with SOCHE, which has 21 member institutions of higher education, we further expand the number of K-12 districts exposed to the model. The assessment tools we are using are readily available to other districts. Our model of personalized advising has been described in presentations to the Innovative Learning Network and has been described and illustrated in a video available on our website. As we adapt the SOCHE internship portal to high school, we create a valuable tool which can be licensed for use by other high schools and businesses. As we provide our input to DJFS regarding its pilot of the Ohio Means Jobs online portal, we will be ensuring that the needs of high school students are represented in the final configuration of a readily available and free resource. We will clearly articulate the 'minimum expectations' and 'non-negotiables' for success to those entities who wish to replicate or scale our internship system. We are concluding our grant period with a two-day college and career readiness Summit, and our plans include opening portions of this summit to others - in essence, inviting others to begin exploration on the way to scaling or replication.

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

Value to students in that they are better prepared for college and career. Value to colleges and careers in that they get students who are more likely to enroll without remediation needs and more likely to earn credits and graduate. Value to district in that it increases student achievement and improves instruction. Value to teachers in that they meet real world partners and can modify teaching practices to better support college and career readiness. Value to the community in that it supports increased educational attainment and better workforce development. Value to Ohio in that this model of adaptive advising, assessment, and internship-matching leads to improved instructional methods, higher college-going rates, greater exploration of careers, and better collaboration between our K-12 system, higher education, and the business community.

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.

Over a five-year period, we expect to increase the percent of SCSD graduates who enroll in college by 10% from slightly less than 50% to 60%, as determined by National Clearinghouse data. According to the Ohio Board of Regents, which reports on students who enroll in public Ohio colleges and universities, 70% of SCSD grads need remediation in math and/or English. We intend to reduce the percent of our graduates who require remediation in math or English to 50% over five years, although our rates will remain above the Ohio average (41% in 2012). We plan to increase the total number of students who earn AP or IB scores high enough to earn college credits (3 on AP; 4 on IB). The number of students scoring college level AP or IB scores varies based on which specific courses are offered each year; we will ask our staff to set those goals by course, but the minimum expectation is that in our AP and IB math and English classes, we see an overall positive trend in the percent of students who do earn those satisfactory scores. We will continue to assess a subset of our summer internship candidates with the ACT WorkKeys provided by our partner, the DJFS. Last summer 60 or 90 applicants scored in the Bronze range or higher. We expect that each summer we will have at least 10 more students scoring Bronze or higher, until we reach 100 students per year to reach this level. We also expect to see the number of internship opportunities increase as we add new business partners, and we expect the number of Springfield High students placed in internships to increase as well. We also expect to see our internship model replicated in at least one additional district in our county, either independently or through shared access through the Chamber of Commerce. The actual number of SCSD interns will depend somewhat on how quickly other districts begin to participate, but at a minimum we expect to see at least 5 additional SCSD interns placed in internships opportunities with new partners each year, beginning with the summer of 2014. We expect our high school and middle school teachers and counselors to demonstrate an increased understanding of Key College and Career Readiness (CCR) skills after our Summit. We also expect that our math and English/LA teachers will adopt at least one new instructional strategy directly tied to these skills beginning in 2014/2015. As a result, we expect that our students will show higher self-assessment scores in at least one non-cognitive skill as assessed by the EPIC survey by 2015/2016. Finally, we expect to see increased student and parent attendance at CCR events in the second semester of 2013/2014, and an increase in the percent of students taking the ACT by the end of 2014/2015.

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.

Our district has staff devoted to assessment and research and ongoing evaluation can be conducted internally. The CCR Coordinator (a partner) has extensive experience as an outside evaluator, she will assist in developing our evaluation plan and procedures. Our college partners, particularly Wright State and Wittenberg, have staff with evaluation experience who will review our plans and advise us. Due to the short period this grant is in effect, we will continue our summative assessment for several years after the grant funding expires. At the present time, however, we intend to continue to collect and analyze data on the following: Each year we will collect and analyze data on our college-going rate (using National Clearinghouse data (to which we subscribe) and Ohio Board of Regents (OBR) data (which reports the college going rates of students attending public colleges or universities in Ohio). Our college partners will share information on the remediation needs of our students, and we will also use OBR data to track our progress at meeting our goals in this metric. While we will track our own ACT scores, AP and IB scores, these figures will be reported on the Ohio Report Cards, allowing us to easily access a reliable data set. We will continue to use the EPIC CampusReady assessment and will track changes in student self-reported non-cognitive skills. We will conduct pre- and post-assessments to evaluate the impact that our summer PD and CCR Summit has on teacher and counselor awareness of CCR skills and strategies to support their development. We will document changes in instructional practice through MS and HS leadership reports based on classroom observations and through self-reported teacher data collected through annual surveys. We will track our business partnerships and our internship applicants, internships offered, and internships successfully completed. Our online system will simplify the tracking of this data, but our Career Advisory Group will submit and collate data manually until this system is fully reliable. DJFS and/or Clark State Community College will assess our students using WorkKeys and report the data on the number of students who score at each level. DJFS and Wittenberg will track student interns and determine which internships are deemed successful. Working with the Chamber of Commerce, we will note when additional districts begin to participate in our internship process. We will measure student, parent, and other stakeholder use of the newly designed internship portal and CCR section of our website. We've been pleased to see that the Ohio Board of Regents provides a link to our CCR section, and we hope that our improved site and our career readiness site will likewise be deemed valuable for local and state-wide districts with similar interests. We will use web analytics to gauge the traffic use the detail of these reports to continually improve the content. For the businesses using the internship system, we will conduct periodic surveys and respond to issues or suggestions as they are submitted to us. We will survey the staff and partners who participate in our advising process. We will survey students and parents who participate in advising sessions as well. We will use sign in sheets and brief surveys to collect data about the effectiveness of the college and career programs and classes we provide. Our College and Career Advisory Groups, which include our partners, will review this data at regular intervals (typically at least quarterly) and together we will adjust interventions which are not meeting our expectations. Many of our partners are involved in efforts in several school districts, and their experiences will allow us to deploy evolving best practices to support our teachers, families, and students as they overcome the barriers which limited student success in the past.

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: Dr. David Estrop Superintendent Springfield City School District October 24, 2013