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Adjusted Allocation: 0.00
Remaining: -278,834.00
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: 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 include 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.

3. 3202 Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   First Name, last name of contact for lead applicant: Dena Starrett
   Organizational name of lead applicant: Springfield City SD
   Unique Identifier (RN/Fed Tax ID): N/A
   Address of lead applicant: 2510 West Jefferson St. Springfield, Ohio 45506
   Phone Number of lead applicant: (937) 505-2841
   Email Address of lead applicant: starrettdda@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 (RN/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 (RN/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 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 managing programs, 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 J. Swart 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 us 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 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

[Click on the link below to upload necessary documents]
11. Describe the innovative project.

Increasing student graduation rates and career readiness is a high priority of our reform efforts, now in its fourth year. Our district serves a community with a low level of educational attainment (15% 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 gathering of new data on school year interventions. These have been recognized as exemplars by OERI and 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, time management, collaboration, and persistence. Four years ago, an extensive community engagement process told us that personalized educational experiences and better advising were of paramount importance. Based, in part, on that information, we piloted an assessment from Dr. David Corley’s Educational Policy Improvement Center (EPIC) and selected student-level results to build a personalized, data-informed advising system. This involves college and community partners who individually advise students and their families members. We pilot this system in six middle and high schools, and after six years, we will review the data and update the model. Together, we will adapt our EPIC model and career readiness in our high schools.

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 redesign the high school experience. We will analyze student and non-cognitive data gathered from our college partners, and utilize data to support our middle school staff to facilitate vertical alignment in math and English/Language Arts.

We will conduct an extensive 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 provide the baseline from which to measure student improvement.

We will adapt our EPIC model and career readiness in our high schools.

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.

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, RTT 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 surveys, and existing student achievement data and analysis programs. These will be paid for in the first year of the project, with a two-year plan in FY 15 and 15. 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, we 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, will be somewhere in the neighborhood of $600,000 per year. We will also pay for materials, manuals, documents, and other content in the professional development program. We will hire a consultant with extensive educational and workforce development experience and calculate the expense based upon her availability three days a week during the term of the grant. We will repackage our existing FTE to continue at this pace 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.

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 covered through 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. We will also have recurring costs as we continue the assessment of our students. These costs have been previously covered by grants and district funds and the district is committed to continue supporting them for our students. We may incur recurring costs if we continue to offer job-readiness counseling and training to students in both high school and college. Additional costs are incurred upon release of the second phase of the survey, which will be paid for through one 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 extended 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)
There may be some cost savings as teachers more often take up their own time of program and college. 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 the number of tuition revenues and the costs of such revenues 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 at that equal amount 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 project 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. Our success in working with our students and our partnerships and the Chamber of Commerce. After these systems are established and the existing data has been populated, that position will serve other district data needs and the costs of such needs 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.

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 part of the project and describe the communication that occurred as the project was developed.

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

* Narrative 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 existing partnerships and the new partnerships. We will develop a calendar of regular scheduled meetings with our college and career partners, advisory groups, and other stakeholders (like the Chamber of Commerce). The following calendar of events 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.

**Narrative explanation**

January, 2014 Hire and train College and Career Coordinator (SCSCD); Evaluate first semester college and career partner activities (advisor groups); Plan college partner event for February, March, April, and May (advisor groups); Hire data coordinator and begin data collection and analysis (SCSCD); Schedule internship preparation activities (advisor groups); Develop internship portal (SCSCD; SOCHE) February, 2014 Promote, present, and evaluate college and career partner activities (CCR Coordinator); Conduct Market Research; Launch internship portal (SCSCD personnel; SOCHE) March, 2014 Evaluate college and career partner activities (CCR Coordinator); Monitor and modify, as necessary, internship portal (SCSCD personnel; SOCHE); Administer EPIC; CollegeReady survey (SCSCD personnel) April, 2014 Promote, present, and evaluate college and career partner activities (CCR Coordinator); Monitor and modify, as necessary, internship portal (SCSCD personnel; SOCHE); SOCHE; Recruiting and training advisors for CollegeReady survey follow-up (CCR Coordinator) May, 2014 Promote, present, and evaluate college and career partner activities (CCR Coordinator); Monitor and modify, as necessary, internship portal (SCSCD personnel; SOCHE); COACH; August, 2014 Evaluate college and career partner activities (CCR Coordinator); Monitor and modify, as necessary, internship portal (SCSCD personnel; SOCHE); Present professional development activities (SCSCD; college and career partners; CCR Coordinator) September, 2014 Conduct summative evaluation of grant-funded activities (SCSCD; college and career partners; CCR Coordinator) We will anticipate needing to address these potential barriers: Having different people planning and evaluation meetings means more pointing meeting review and discussions and lack of communication. We will encourage our 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 where and when the events are located. 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 seek feedback from our partners and stakeholders.

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

**Narrative explanation**

We will assess the processes, the programs, the students, the student-level results of our efforts. We will use 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 begin 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-assessments to evaluate the change 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 their level of satisfaction and 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.

* 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 be guided by the principles of educational improvement. We will focus on developing programs that are designed to support the specific needs of students and teachers. We will develop a process for our teacher-based teams to select priority areas to address with our instructional program. Based on our prior data, we expect these changes 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 (EIP). 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 the 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 daily collecting 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 schools, districts, institutions and the Chamber of Commerce. We will establish an 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

* Provide a detailed explanation of the anticipated savings (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc.)

There may be some cost savings as teachers more often take up their own time of program and college. 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 the number of tuition revenues and the costs of such revenues 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.

* Describe the expected changes to instructional and/or organizational practices in your institution.
20. Describe the rationale, research or past support that suggests 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.

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

22. If so, how?

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

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project hopes to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

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

26. Our district has staff dedicated to assessment and evaluation. Our College and Career Readiness Coordinator (a partner in the proposal) will work directly with the 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 or 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 against the goals set by our partners. We will use the EPIC CampusReadiness 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 partners' institutional students, internships offered and internships successfully completed. Our online system will simply track the funding of this data, but our Career Advisory Group (who will provide feedback on our implementation and in what ways) will help guide our data collection and will help ensure that our data is meaningful to our stakeholders. 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, and we will use ongoing online surveys to gathering feedback from our students and parents who participate in advising sessions as well.

27. 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 all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "Accept" and indicate your notification of approval and today's date.

Accept: Dr. David EstropSuperintendent Springfield City School District October 24, 2013