

Budget

Warren County Vocational School (051474) - Warren County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (271)

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	280,000.00	82,400.00	1,035,400.00	0.00	1,397,800.00
Support Services		0.00	0.00	824,000.00	0.00	0.00	800,000.00	1,624,000.00
Governance/Admin		0.00	0.00	58,000.00	0.00	0.00	198,550.00	256,550.00
Prof Development		160,000.00	27,200.00	290,000.00	0.00	0.00	0.00	477,200.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
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	414,000.00	0.00	0.00	0.00	414,000.00
<b>Total</b>		160,000.00	27,200.00	1,866,000.00	82,400.00	1,035,400.00	998,550.00	4,169,550.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-4,169,550.00

Application

Warren County Vocational School (051474) - Warren County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (271)

**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:Advanced Career Paths

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.

In forty (40) high school sites in the HSTW SW Ohio network, we will plan for and begin implementation of a four-course sequence in an SREB Advanced Career pathway (Health Informatics, Aerospace Engineering, Clean Energy Technology, Energy and Power, Innovations in Science and Technology, or Advanced Manufacturing), utilizing ready-to-implement coursework that includes rigorous core academic content as well as technical content, related comprehensive training for teachers, tools and technology for project-based learning, and valid and reliable end-of-course exams and surveys as built-in evaluation and feedback instruments that also can be used to justify dual credit. Once implemented, these engaging courses remain in place in those schools with no added costs, requiring only the normal cost of doing business in any classroom, and can be replicated in other schools within a district, CTPD, or across district lines. Accordingly, we will increase the percentage of students in our region, particularly low-income, minorities, and those with little incentive to plan for college, who will graduate from high school prepared for multiple options: advanced training, workplace, and a variety of postsecondary options that include community and technical colleges as well as four-year baccalaureate programs.

1200 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Margaret A. Hess  
Organizational name of lead applicant: Warren County Vocational School District/Warren County Career Center  
Unique Identifier (IRN/Fed Tax ID): 051474  
Address of lead applicant: 3529 North State Route 48 Lebanon, Ohio 45036  
Phone Number of lead applicant: 513.932.5677 ext. 5200  
Email Address of lead applicant: Maggie.Hess@mywccc.org

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

First Name, last Name of contact for secondary applicant: Roberta White  
Organizational name of secondary applicant: Great Oaks ITCD  
Unique Identifier (IRN/Fed Tax ID): 051060  
Address of secondary applicant: 3254 East Kemper Road Cincinnati, Ohio 45241  
Phone number of secondary applicant: 513.771.8840  
Email address of secondary applicant: whiter@greatoaks.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 (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Linda Radtke, Executive Director HSTW SW Ohio (501c3) 8 Enfield St., Room 217 Cincinnati, OH 45218 513-619-2330 radtke@hstw.org The partnership agreement among Warren County CTPD, Great Oaks ITCD, and HSTW SW Ohio (501c3) is as follows: Warren County CTPD will serve as the fiscal agent for the grant and will secure the career/technical documentation necessary to support the SREB Advanced Career pathways courses, including working with the HSTW SW Ohio sites it serves, as well as with other HSTW sites not served by either Great Oaks ITCD or Warren County CTPD, to establish satellite programs for the pathway courses and to assist in defining and developing prerequisite courses as needed, including grade 8 recommendations, and articulation agreements for dual credit. Great Oaks ITCD will utilize the Warren County CTPD documentation to support the SREB Advanced Career pathways courses in the HSTW sites in serves to establish satellite programs for the pathway courses. HSTW SW Ohio will serve as the liaison to SREB to insure that curriculum and training are made available to Warren County CTPD, Great Oaks ITCD, and to those HSTW SW Ohio high school sites interested in establishing the Advanced Career pathway course sequence in their schools as satellites. In addition, HSTW SW Ohio will provide ongoing professional development and networking among participating sites, provide onsite consultant support, and assist with the establishment of needed labs for the purpose of implementing the Advanced Career pathways course sequence. Further, HSTW SW Ohio will conduct an assessment every two years, with baseline data to be established with testing in January 2014, to monitor progress in increasing academic achievement in mathematics, science, and reading among students impacted by the grant. The instrument to be used is an ETS product similar to its NAEP test, nationally normed, and accompanied by both student and teacher surveys regarding classroom practices that enhance learning, correlated to the academic performance means to identify the most/least beneficial practices. This measurement will be in addition to the end-of-course exams provided as part of the Advanced Career pathways course packages prepared by SREB. Graduation and remediation rates will be monitored by HSTW SW Ohio as well.

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.

1. The primary responsibility for implementation of this project would be assigned to Linda Radtke, Executive Director of High Schools That Work (HSTW) SW Ohio, a 501c3 organization. Ms. Radtke has served in this capacity since 2003, following the tenure of Bill Lambert, a founder of the organization. Linda has been an educator for almost 30 years, five years as a high school advanced mathematics teacher, ten years as an economics instructor at the University of Cincinnati, and the remaining years with HSTW SW Ohio. Linda holds a B.S. in Secondary Education (Mathematics/Business/Computer) and M.Ed. in Secondary School Administration. In addition to managing HSTW SW Ohio, which serves 74 school sites in the region, Ms. Radtke successfully has overseen major grant projects from Knowledgeworks and The Greater Cincinnati Foundation. These include an expansion grant to increase the initial six HSTW sites to fourteen, development of a manual for secondary principals for implementing literacy across the curriculum, and publication of Strategies for Numeracy Across the Curriculum, a guide for teachers and principals. The consulting staff at HSTW SW Ohio includes: Susanne Davis, Ph.D., a practicing psychologist and Procter & Gamble (P&G) retiree with extensive work in psychometrics; Dr. Michelle Walker-Glenn, Ph.D., a former high school principal and mathematics teacher, Common Core Blackbelt, and co-author of Strategies for Numeracy Across the Curriculum; Mike Ross, Ohio ASCD Director; Garry Huyse, retired P&G executive with expertise in strategic planning; Steve Gill, retired MS principal and part-time staff member at U.S. Grant Career Center; Bob Bixler, retired HS principal. Maggie Hess, Warren County CTPD Superintendent, and Dr. Roberta White, Great Oaks ITCD CEO, are primary and secondary applicants. Each has more than thirty years of experience in academic and career technical education and leads an organization with an outstanding 2013 career technical report card. HSTW SW Ohio has been an active 501c3 since 2001. The organization has grown the number of implementing sites in the High Schools That Work (HSTW)/Making Middle Grades Work (MMGW) regional network from 6 to 74. HSTW/MMGW is a school improvement model, based on ten key practices and related key conditions. The Southern Regional Education Board (SREB) is the parent organization for High Schools That Work and the source of the Advanced Career initiative and curricula. More than twenty years of research and data support this organization's programs, and Advanced Career has been piloted in Ohio in Health Informatics.

**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.

The problem: nearly 8,300 students dropout of U.S. schools daily; 36% drop out when they are in the ninth grade. (See Item 17 for research and source.) According to Dr. Gene Bottoms, Senior VP, Southern Regional Education Board, only 25% of students who graduate HS are academically prepared for college, and only 44% of those who proceed to college will graduate in the first six years. However, students who take a four-course CT sequence (major in a career tech field) subsequently graduate HS and enroll in postsecondary studies at higher rates than their peers. (The Condition of College and Career Readiness 2012, ACT, 2012) First, to keep students in school, we must engage them; then, we want them not only to graduate, but to be prepared for success in the workplace and/or postsecondary training/college. To enter the workplace successfully, students must be prepared in high-demand, high-skill, high-wage areas that will enable them to support themselves (and often a family) adequately. By incorporating job-ready technical skills and rigorous core academics in fully developed study units that utilize authentic, project-based scenarios, the Advanced Career four-course sequence provides students with pathways to new interests and increased motivation to succeed at the secondary level as a means to an end. With a new context for learning, the non-CT/non-college bound "general studies" student prepares for multiple post-secondary options. Advanced Career offers well-developed career pathway courses that enable all students to refocus their high school years before it is too late. This project addresses the identified problem by incorporating engaging instruction, guidance and advisement, extra help, both formative and summative assessments, and 21st century knowledge and skills in its four-course sequence in one of five areas: Health Informatics, Aerospace Engineering, Clean Energy Technology, Energy and Power, or Innovations in Science and Technology. Forty sites will prepare for implementation via this grant. The project equips and establishes labs for 30 students in each of 40 satellite locations and provides teacher training for two teachers per site to increase sustainability. The established curriculum includes valid and reliable end-of-course exams. Once in place, the labs, curricula, and existing trained teachers require no additional costs to sites, as students are re-focused from existing lower-level courses into this higher-level sequence. SREB has developed and field-tested these curricula. They will train teachers for two weeks in the summer to avoid disruption to instruction, and academic support teams will receive a 2-day orientation to insure that students are taking the right academic courses in tandem with the Advanced Career CT sequence. Career centers will establish agreements to provide dual credit opportunities for upper level courses in the sequence. Ultimately, more students will complete high school, academically prepared for both post-secondary training and/or college, workplace ready and goal-oriented.

#### 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.

1. The student achievement goal will be met through implementation of the Advanced Career curricula, which is designed to increase academic rigor through authentic, project-based learning of technical content with essential reading, writing, mathematics, and science core content, mapped to the Common Core State Standards-particularly for the "middle third" of students who may not be preparing for college or career effectively. A minimum of six project units per course incorporates engaging instruction with the academic and technical knowledge required as skills in the 21st century workplace. It is expected that a higher percentage of students will leave high school prepared for postsecondary study, as well as for advanced training and productive work. It is further expected that, as a result of the a higher percentage of students who are engaged in authentic learning via these career pathways, more will complete the college-ready core in English, mathematics, and lab-based sciences; more will graduate from high school at the college readiness standards in mathematics and literacy and more will commit to pursuing postsecondary study/training in a career field. As further addressed in Item 24, HSTW sites in Ohio already administer the biannual HSTW Assessment in reading, mathematics, and science, developed by ETS in the manner of the NAEP assessment, with a college-readiness benchmark. This assessment includes a transcript analysis of students testing. It is expected that improved student academic achievement will be demonstrated by: an increase in the percentage of students meeting the college readiness standard on the HSTW assessment, a decrease in the percentage of students requiring remediation at the college level, an increase in the number of students successfully completing the college-ready core (as evidenced by their transcripts), and an increase in the number of students earning dual credit, which means they have demonstrated mastery in college-level courses.

### 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?

4,169,550.00 \* 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.).

14. Total project cost: \$4,169,550.00 Budget narrative: The Southern Regional Education Board (SREB) has developed a cost analysis for preparation to implement the Health Informatics 4-course sequence. These figures informed the budget, along with related costs for career center oversight of satellite development, grant administration and management, technical assistance that includes onsite consulting, and development of articulation agreements. 100's - The 80 teachers (40 sites x 2) who attend/complete the 2-week training in Atlanta will receive \$2,000 stipends. (\$160,000) 200's - Fringe benefits support stipends @ 17%. (\$27,200) 400's - One-time curriculum fee @ \$5,000 per site x 40 sites. (\$200,000) Pre-payment to reserve technical support from SREB for first-year implementation of course sequence @ \$2,000 x 40 sites. (\$80,000) Payment to Great Oaks ITCD for oversight of planning and development of 14 satellite programs and related articulation agreements. (\$70,000) Payment to Warren County CC for oversight of planning and development of 26 satellite programs and related articulation agreements. (\$130,000) The cost of onsite consulting support from the HSTW SW Ohio team at 5 days per month per site for 6 months = 1200 days @ \$500/day.(\$600,000) Student end-of-course assessments @ \$7 x 30 students x 40 sites (\$8,400) Grant facilitator/psychometrician @ \$5,000/month x 6 months. (\$30,000) Evaluation and correlation to HSTW Assessments/Surveys\* (\$15,600) Office support from HSTW SW Ohio @ \$28/hr. x 1,000 hrs. (\$28,000) The cost of the two-week summer training for teachers of the 4-course sequence is \$3,250 per teacher x 80 teachers. (\$260,000) The cost per team for 2-day orientation of academic teachers is \$750 x 40 teams. (\$30,000) Travel costs (hotel and airfare) for 80 teachers/2 week training in Atlanta @ \$2,550 per teacher (\$204,000) Travel costs (hotel and airfare) for 5 teachers/site x 40 sites for 2-day training in Atlanta (\$210,000) 500's - Reusable supplies at \$860 per site x 40. (\$34,400) Software at \$40/student x 30 students x 40 sites. (\$48,000) 600's - Equipped computer labs @ \$25,885 for 30 students x 40 sites (\$1,035,400) 800's - Individual site grants to support planning/scheduling/implementation @ \$20,000 per site x 40 sites. (\$800,000) Fiscal agent fee at 5% x \$3,971,000. (\$198,550) There are no additional funding sources for this project. \*The 2014 HSTW Assessment costs are prepaid by ODE line item funding.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

0.00 \* Specific amount of new/recurring cost (annual cost after project is implemented)

\* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

1. There should be no new/recurring costs for this project once the curriculum is in place with trained teachers-the crux of this project. Students will be moving from less rigorous, non-focused coursework in the college preparatory or "general" sequence to the Advanced Career coursework, which would require a shift in the cost of staffing from one set of courses to another, at no additional cost, as long as ADM is constant. Further, the recurring cost of end-of-course exams that are available for the Advanced Career sequence could be borne by the student or replaced by dual credit exams at the advanced level. Additional professional development of teachers over time is already a cost of doing business for school districts. The cost of the biannual HSTW Assessment is already line-item funded by the State budget for HSTW.

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.)

1. There is no anticipated savings in budgeted dollars, but no increase in budgeted dollars either; however, those dollars are being allocated in a more productive way, with a greater return on the investment in terms of student academic achievement and preparation for postsecondary training and productive employment. The cost savings is in reduced remediation expenditures at the post-secondary level and in decreased loss of economic productivity due to under-employment and unemployment among the workforce. Further, the need to engage ninth grade students in a way that keeps them in school and on target to graduate within four years, or pay the consequences in other costs (criminal justice system, social programs, retraining, etc.) is outlined by this chart from Education Week Children Trends Database, 4.28.2013: Total number of high school dropouts annually 3,030,000 Number of high school students who drop out each day 8,300 Percent of Americans with a high school diploma 85.3 % Percent of all drop outs that happen in the ninth-grade 36 % Percent of students who repeat the ninth-grade that go on to graduate 15 % Percent of students in the largest 50 U.S. cities that graduate High School 59 % Percent of US crimes that committed by a high school dropout 75 % Amount of money a high school graduate will earn more than a drop out \$260,000 Percent of black drop outs that have spent time in prison 60 % Percentage of Hispanic dropouts that were due to a pregnancy 41 % Percent of US jobs a high school dropout is not eligible for 90 %

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.

1. The project is self-sustaining in that once implemented, these engaging courses remain in place in participating schools as satellites, with no added expenses, requiring only the normal cost of doing business in any classroom, and they can be replicated in other schools within a district, CTPD, or across district lines, as the curriculum itself is provided without cost for curriculum. Students who are expected to enroll in these courses are currently enrolled in other courses that do not prepare them effectively or efficiently for life after high school; so, there simply would be a shift of teacher/classroom resources from programs and courses that do not meet the needs of these students as effectively. Once start-up costs are expended, the transfer of resources actually becomes a cost savings. Students who complete the four-course sequence, based on the SREB research, would be better prepared for more options after high school graduation. This would result in reduced remediation at the post-secondary level and increased employability upon graduation. Economically, the return on investment is fewer students who enter the workplace under-employed or unemployed after high school, along with more students who succeed in earning a college degree or training certification in a shorter period of time due to dual credit or advanced standing. Even the end-of-course exam costs, at the rate of \$7

per student per course, can be borne by the student or will be replaced by whatever end-of-course exam, or similar demonstration of competency, is required for dual credit, in the advanced courses.

#### 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): 01/01/2014-06/30/2014

##### \* Narrative explanation

January 2014- recruit sites interested in implementing the Advanced Career course sequence. January 9, 2014 - Meeting at HSTW SW Ohio offices with all regional HSTW sites, representatives from Great Oaks ITCD, Warren County CTPD, and SREB representative for Advanced Career model to discuss available curricula and process for implementing satellites. January 13-17, 2014 - Sites sign letter of commitment, and site teams meet with consultants to determine lab locations and conduct information sessions for students, parents, and faculty to insure registration for first course; sites receive their awards to assist in process to plan labs, recruit students; sites identify elective being replaced by first Advanced Career course in sequence to free teacher and schedule. Consultants work with full faculty at implementing sites to insure that the key practices and key conditions of HSTW are in place. POTENTIAL BARRIER: Lack of sufficient site commitment; \$20,000 payment to sites creates incentive and alleviates concerns of unreimbursed expenses. January 10-31, 2014 - Sites administer HSTW Assessment (prepaid by line-item funding in State budget); consultants assist in assessment preparation and administration. Assessment will provide baseline percentage of students meeting college readiness standards. January 31 - Grant team (consultants, partner and applicant representatives, project manager and evaluation team) meet to discuss progress, concerns. February 2014 -Student registration, academic calendar development take place. February 3 - Sites begin registering up to 30 students for first course in Advanced Career sequence and SREB-recommended academic courses. POTENTIAL BARRIER: Students reluctant to start sequence; sites encouraged to pre-select students that would most benefit from re-purposing their high school experience. February 7 - 28 - Implementing sites form academic teams to set academic calendar for FY15 to insure that academic coursework and Advanced Career instructional calendar are aligned. Lesson plans and projects are selected and consultants assist with creating syllabi. February 28- Gantt chart report from project manager due to grant review team; evaluation draft completed for review. March 2014 - Consultants focus on instructional practices with site teams; project manager reports progress using Gantt chart and submits second-year grant request. 1st week - Focus on literacy strategies across the curriculum. 2nd week - Focus on writing 3rd week - Focus on numeracy across the curriculum 4th week -Focus on project-based learning. March 28th- Fiscal agent reports to project manager and grant team on status. POTENTIAL BARRIER: Fiscal report not aligned to budget; team would need to redesign remaining project segments to meet fiscal goals and maintain integrity of project. April 2014 - Co-applicants meet with college and other post-secondary partners to formulate articulation agreements; implementing sites arrange authentic workplace experiences as part of Advanced Career course. POTENTIAL BARRIER: College partners unresponsive; concern about credentialing teachers. Ask for assistance from OBR and CTAE at ODE. 1st week - Spring break for most sites 2nd week - Sites register for June training, make travel and hotel arrangements; consultants work with academic teachers to continue improving instructional practices in preparation for maximizing success of Advanced Career and related academic experiences. 3rd week - Technology coordinators at implementing sites meet with lab vendors to plan installation of 30 unit labs. 4th week - Career technical centers meet with college partners to share Advanced Career information and begin articulation process; teachers learn necessary credentialing for dual credit status to allow time to meet standards.

Implement (MM/DD/YYYY): 07/01/2014-06/30/2015

##### \* Narrative explanation

Actual course implementation begins in August with the new school year.

Summative evaluation (MM/DD/YYYY): 09/30/2014-06/30/2015

##### \* Narrative explanation

As part of the grant project, a summative evaluation procedure with appropriate metrics will be developed. HSTW SW Ohio agrees to complete the portion of the summative evaluation that must occur after the course is completed in the FY15 school year, including administration and analysis of end-of-course exams and correlation of HSTW Assessment and survey results with exam results and course evaluations.

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

1. As an expectation of their implementation of the model, all High Schools That Work/Making Middle Grades Work sites commit to ten key practices and seven key conditions that change the instructional and organizational culture of their institutions. The key practices include high expectations for all students, in which every student completes a solid academic core, experiences work-based learning, and is actively engaged in the learning process and in planning for his/her future. Most prominent among the key conditions is a clear mission to prepare middle and high school students for success at the next level and in the workplace. While there exists a percentage of students who will succeed in becoming college and workplace ready, because they have clear goals in mind and a plan to reach them, there also exists the "middle 60," those students who may not believe that college is an option, regardless of their academic preparation, or who simply have not identified their own interests sufficiently to proceed in achieving them. Those same students often resist leaving their home schools to attend career technical centers or self-identifying as career tech students. Advanced Career pathways provide an option for those students to complete the academic core, earn credits in project-based career technical courses in a high-demand field, and graduate with both academic and career readiness

#### 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.

Based on three case studies documented by SREB at [www.sreb.org](http://www.sreb.org), in Kentucky, South Carolina, and West Virginia, in each of which a different Advanced Career pathway four-course sequence was implemented, the following are expected outcomes relative to the goal of increased student achievement. It is expected that there will be an increase in the percentage of students, particularly low-income and minority youth, who graduate high school prepared for postsecondary study, advanced training, and work. The actual impact can be measured by the increased proportion who: Complete a college-ready core that includes 4 years of English, math, and lab-based science. Complete the entire 4-course CT sequence of Advanced Career. Commit to pursuing postsecondary study or advanced training in a career field. Graduate high school meeting readiness standards in mathematics and literacy (reading, writing). By their nature, Advanced Career courses introduce students to a greater level of rigor and a greater depth of knowledge, ultimately preparing students for more options after graduating high school, options that include college, postsecondary career training, and workplace readiness

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

Yes

No

22. If so, how?

The Advanced Career curriculum is available to participating states. Once all courses are in place and in use in Ohio, other sites can utilize the same curriculum. To fully replicate the four-course sequence, a site would need to create a specialized lab or dedicate a lab to the courses, identify teachers with desired skills and background, send teachers to proprietary training by SREB, and if desired, administer the valid and reliable end-of-course exams. Ongoing technical support from SREB is available for a fee. With their implementation of the model, HSTW SW Ohio sites commit to share their best practices with fellow sites. Using two successful career centers, Warren County CTPD and Great Oaks ITCD, extends the reach of the Advanced Career curriculum to any site that either of these entities serves, even if these are not HSTW SW Ohio sites. The potential for so many sites in the region to develop courses that prepare students for a career as well as for college and also to transcript dual credit for the third and fourth courses in the sequence with pre-developed articulations, makes replication even more enticing. The costs replicating sites incur will be far lower than the costs of the initial project. This grant can produce far-reaching savings for future implementers of Advanced Career in the region and state.

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

Once the labs, associated software, reusable supplies, teacher training, and curriculum are in place, and there is successful implementation of the Advanced Career four-course sequence(s) as CT satellites, they are sustainable and without additional cost, other than the normal cost of doing business to deliver classroom instruction to students. Further, students who were in electives, which served no relevant purpose other than posting credit for high school graduation, will have moved from those courses to the Advanced Career sequence, exchanging the cost of doing business in a non-productive arena for the same cost to be applied in a more productive one-Advanced Career. The ultimate return on the investment of Straight-A grant dollars is the increase in options for students completing the four-course Advanced Career sequence to include readiness for college, readiness for high-level postsecondary training, and readiness for the workplace in a defined career pathway. Students who do choose college should have at least two credits transcribed at the college level under dual credit articulation agreements for the last two courses in the Advanced Career sequence. The rigorous and relevant blend of technical and academic skills in authentic projects, designed to create a greater depth of knowledge and skill in a high-demand career pathway, is a recipe for increased student academic achievement, with the added benefit of both college and career readiness-the outcome to which the grant aspires with a bonus.

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.

The specific benchmarks this project aims to achieve in five years include two different measures. First, using the January 2014 HSTW Assessment as a baseline measure, the increase in student achievement over time, as a result of implementation of the Advanced Career course sequence, should be reflected in an increased percentage of seniors who meet the basic college readiness benchmark scores in reading, mathematics, and science, along with a corresponding increase in the percentage of students who achieve at proficient and advanced readiness levels in the three academic areas assessed. Seniors who have completed the four-course sequence of Advanced Career, either in subsequent semesters or over a four-year period, could be taking the HSTW Assessment in FY16

and in FY18. It is expected that with those four-course sequence completers, there would be a corresponding increase in the percentage of seniors at the three college academic readiness levels of basic, proficient, and advanced, and a decrease in the percentage of students below basic, or not college-ready. Second, with the development of articulation agreements and dual credit opportunities for the final two courses in the sequence, over a 5-year period, the number of students taking the Advanced Career sequence and earning college credit should increase. Finally, although there is no direct measure, the number of students who complete the Advanced Career pathway sequence and successfully transition to postsecondary training or college, or successfully enter the workplace in that pathway should increase. While these courses have been field-tested in a variety of states, there has not been sufficient time of implementation to identify results comparable to the ones described above.

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.

Because the Advanced Career four-course sequence has not had widespread implementation, there is no existing evaluation of the expected increase in student academic achievement or career readiness. However, each course has a valid and reliable end-of-course exam associated with it that can measure the successful completion of the course by those taking it; further, there will be the potential for dual credit to be earned, and achieving that benchmark would be a reasonable measure of academic achievement. It follows then, that if the number of students earning the potential college credit in this program increases, given that the transcripting of college credit is a reasonable measure of academic achievement, then this would support the claim that the project increases academic achievement. Already in place and quantifiable, and the method to be used to measure the student achievement outcome, is the biannual HSTW Assessment in reading, mathematics, and science. As more students complete the sequence in their high school career, there should be a corresponding increase in the percentage of students who meet the college readiness benchmark in all three academic areas. Considering the project itself, within the six months' grant period, the monitoring device will be a GANTT chart to measure progress, with the ultimate success of the grant being the outfitting of forty computer labs filled with thirty students each, all teachers well-trained, and the Advanced Career first course being implemented at the start of the FY15 school year, a date that is beyond the grant period. Whatever percentage of that work is accomplished by June 30th, on a quantifiable scale, would become the measure of success against 100%. Since that would be largely an input measure, a part of the grant process will be to design and implement an evaluation process/instrument/set of measures that will inform this grant team, the grantors, and future implementers of Advanced Career curricula. We anticipate this newly-developed evaluation process will be a product of the grant. It will include the number/percentage of sites offered the opportunity that actually implemented the first course, or made plans to do so; it will identify successes/best practices and challenges in the steps to full implementation; and it will identify the ultimate cost per successful unit as a means to determine the feasibility of replication. The plan to monitor and modify the grant process is built into the timeline, with regular reviews and discussion among the grant team. As the barriers are identified, there are alternative measures to put in place. An accurate and complete record of the grant process will be maintained by the project manager and will be included in the summative evaluation.

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 Margaret A Hess, Superintendent Warren County CTPD 10/24/2013