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Adjusted Allocation 0.00

Remaining -4,169,550.00
In addition to managing HSTW SW Ohio, which serves 74 school sites in the region, the consulting staff at HSTW SW Ohio includes:

These include an expansion grant to increase the initial six HSTW sites to fourteen, development of a manual for secondary principals for 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.

1/200 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 (RN/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: MaggDe.Hess@mywcoc.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 (RN/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 (RN/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 Elevated 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 program necessary to support the SREB Advanced Career pathways programs, 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 classrooms 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 course in the HSTW sites in 2014 to serve as a satellite program for the pathway. HSTW SW Ohio will serve as the liaison to SREB to ensure 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. 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 program necessary to support the SREB Advanced Career pathways programs, 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 classrooms 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 course in the HSTW sites in 2014 to serve as a satellite program for the pathway. HSTW SW Ohio will serve as the liaison to SREB to ensure 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.

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.

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.

3. Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

4. 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.

5. The partnerships and consortia agreements and letters of support: - Click on the link below to upload necessary documents.

6. * 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.

7. * 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.

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.

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
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 Bottoni, Senior VP, Southern Regional Education Board (SREB), 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) 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 high percentage of students who are engaged in authentic university-level careers, more will complete the college-ready core in English, mathematics, and lab-based sciences; more will graduate from high school at the college-readiness standard in mathematics and literacy and more will commit to pursuing postsecondary study/training in a college career. 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 content with essential reading, writing, mathematics, and science core content, mapped to the Common Core State Standards.

The innovative 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 a four-course sequence. Enrollment in the Health Informatics 4-career sequence is $750 per site in Atlanta ($210,000) for all applicants to receive $2,000 stipends. ($160,000) The cost per team for 2-day orientation of academic training in Atlanta will be $2,000 per site in Atlanta ($2,000,000) 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. ($30,000) The cost of onsite consultant support from the HSTW SW Ohio team at 5 days per month per site for 6 months = 1200 days @ $500/day ($600,000). ($200,000) Pre-payment to reserve technical support from SREB for first-year implementation of the HSTW Assessment @ $2,000 x 40 sites ($80,000) The Southern Regional Education Board (SREB) has developed a cost analysis for implementation to prepare the Health Informatics 4-course sequence. These figures included the budget, along with related costs for career counselor oversight of satellite development, grant administration, and technical assistance that includes onsite consulting, and development of articulation agreements. 100's - The 80 teachers (40 sites x 2) that attend/complete the 2-week training in Atlanta will receive $2,000 stipends. ($150,000) 200's - Fringe benefits support stipends @ 17%. ($27,200) 400's - On-time career curriculum fee at $5,000 per site x 40 sites. ($200,000) Pre-payment to reserve technical support from SREB for first-year implementation of the HSTW Assessment @ $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. ($30,000) The cost of onsite consultant support from the HSTW SW Ohio team at 5 days per month per site for 6 months = 1200 days @ $500/day ($600,000). ($200,000) Pre-payment to reserve technical support from SREB for first-year implementation of the HSTW Assessment @ $2,000 x 40 sites ($80,000) Grant facilitator/psychometrician @ $5,000/month x 6 months. ($30,000) Evaluation and correlation to HSTW Assessments/Surveys; $15,000 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 $2,000 per teacher x 80 teachers. ($160,000) The cost per team for 2-day orientation of academic training in Atlanta will be $2,000 per site in Atlanta ($2,000,000) x 40 sites. ($80,000) The cost per team for 2-day orientation of academic training in Atlanta will be $2,000 per site in Atlanta ($2,000,000) x 40 sites. ($80,000) Software at $40/student x 30 students x 40 sites. ($4,800) 600's - Equipped computer labs @ $25,880 for 30 students x 40 sites ($1,035,200) 700's - Individual site grants to support planning/scheduling/implementation @ $20,000 per site x 40 sites. ($800,000) Fiscal agent fee at 5% @ $3,971,000. ($198,550)

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.

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, RTf Money, local funding, foundation support, etc.), and provide details on the cost items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

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.

* 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.)

16. If there should be no new/recurring costs for this project once the curriculum is in place with trained teachers the curriculum can be sustained. 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 AAM 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. Additionally, 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.

* 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.)

17. Should there be no new/recurring cost for this project since the curriculum is in place with trained teachers the project will be sustained. If there are no new/recurring costs, explain why.

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

* Specific amount of expected savings (annual)

* 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.)

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, CTPS, or across district lines, as the curriculum itself is provided without cost for curriculum. Students who are expected to enroll in the current year 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 to teacher/curriculum 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 postsecondary 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 degree or training certificate 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
18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

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

**Proposal Timeline Dates**

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<th>Plan (MM/DD/YYYY)</th>
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| 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 begin letter to interested middle school administrators to determine if they can use the lab and conduct orientation 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 ensure that the key practices and key conditions of HSTW are in place. POTENTIAL BARRIER: Lack of sufficient site commitment; $20,000 payment to pilot sites to incentivize and alleviate concerns of unreimbursed expenses. January 19-31, 2014 - Sites administer HSTW Assessment (prepped 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 -8 - 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 - Grant 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 Grant 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 OBA and CTAE at ODE. 1st week | Spring break for most sites 2nd week | Sites register for travel and hotel arrangements in preparation for maximum 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 center 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 evaluation 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 sites agree to complete the portion of the summative evaluation that must occur after the course is completed in the FY15 school year, including administration and end-of-year exams and correlation of HSTW Assessment and survey results with exam results and course evaluations. |

**Impact, evaluation and replication**

Based on three case studies documented by SREB at 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 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 how 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. Complete a college application and financial aid process. Identify students as career tech students. The potential for 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-adopted articulations, makes replication even more enticing. The costs replicating sites incur will be far less 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.

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

[ ] Yes [ ] No

**22. If so, how?**

23. The Current Advanced Career curriculum is available to participating schools. 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, background, and teaching strategy by SREB, and if desired, administer the valid and reliable end-of-year 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 the site is not in SW Ohio. SREB has the potential to replicate the curriculum in any state with a similar model.

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 on the curriculum-based assessment in all four courses will be used to measure the success of the project. Second, using the project’s specific benchmarks related to the fund goals identified in question 9, the project aims to achieve an increase in the percentage of students who meet 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 grantees, 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. The barriers are identified, there are alternative measures to put in place. An accurate and complete record of the grand 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