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Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Connecting to Industry Building an Early College STEM Pathway From High School to Industry

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.

We will be increasing resources in the classroom through enhancing and scaling up our existing STEM program through the renovation and update of equipment needed for higher education and industry. We will increase student achievement by providing a comprehensive and integrated STEM pathway aligned to higher education and industry based upon 21st century skills of collaboration, communication, creativity and critical thinking. Our five year forecast will be cost neutral by offsetting existing costs with new resources.

800 3. Total Students Impacted:

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

First Name, last name of contact for lead applicant: Thomas S. Tucker, PhD
Organizational name of lead applicant: Worthington City Schools

Unique Identifier (RIN/Fed Tax ID): RIN:04513876
Address of lead applicant: 200 E. Wilson Bridge Rd. Worthington, Ohio 43085
Phone Number of lead applicant: 614-450-6000
Email Address of lead applicant: tucker@worthington.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 (RIN/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 (RIN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

We have a partnership with Columbus State Community College and Honda of America Manufacturing, Inc. Scat A. McLemore, Honda, IRN:04513882 3000 State Route 739, Marysville Ohio 43040 Dr. David Hanson, Columbus State Community College, 550 East Spring Street, Columbus, Ohio 43215

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

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

The Worthington STEM Implementation District Team is comprised of the following: Superintendent of Worthington City Schools - Thomas S. Tucker, PhD Treasurer - Jeff McCuen, C.P.A Assistant Superintendent - Trent Bowers, PhD Director of Innovation - Jeff Maddox Director of Facilities - Tim Gehring Director of Technology - Keith Slicher Director of Curriculum - Jennifer Wene Director of Communications - Vicki Gnezd Aldrew Curry

We have a partnership with Columbus State Community College and Honda of America Manufacturing, Inc. Scat A. McLemore, Honda, IRN:04513882 3000 State Route 739, Marysville Ohio 43040 Dr. David Hanson, Columbus State Community College, 550 East Spring Street, Columbus, Ohio 43215

The Worthington School grade card record has been rated excellent with distinction for two consecutive years and was in the 7% of value added growth for the 2012-2013 school year.

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 project "Connecting to Industry Building an Early College STEM Pathway From High School to Industry" is a partnership between the Worthington School District (LEA) and the Columbus State Community College (CSCC) and Honda of America Manufacturing, Inc. (Honda). This program enhances and scales up the STEM programs in two comprehensive high schools that affords students the ability to stay connected to peers, athletics and the school community, encouraging students, including underrepresented populations (women, African American, Hispanic, etc.), to enter into STEM courses in middle school and high school within the Worthington District. In creating a pipeline of STEM students from Worthington, the district will create a STEM effort that links middle school, high school, and college-level efforts. Students will directly benefit from this direct route to Columbus State Community College (CSCC) to start their post secondary education. In addition, by creating a pipeline of students in STEM courses, students will be more adapt in engineering areas not traditionally pursued by these populations. This project will build a STEAM facility based upon the needs of industry and will create an early college high school aligned with CSCC where students will earn college credit while still in high school. These targeted college credits will be preparing the students for STEM related employment with Honda. The project will fund the renovation of the STEM facilities at both the Worthington District High School campuses, along with training equipment approved by Honda and CSCC. The project will also fund the creation of marketing materials to promote the program as well as help educate students, families and communities as to the jobs of the future and how Worthington Schools STEM program help stimulate the students to meet the needs of the job market. Since this program is already in existence and has a proven record of success worthy of scaling up. The Worthington STEM program has significantly impacted students enrolled in higher education. "I got a total of 11 credit hours (about 3 quarter classes) exempted which is estimated at around $3300," says Austin Francis, a recent graduate of the Worthington STEM program. Another graduate, Matt Tischer, "STEM) helped me to succeed in my introductory classes in an extremely competitive engineering program at the University of Illinois.

While many of my classmates were having difficulty working with digital logic circuits and bread boarding them in lab, I was able to use the base of knowledge that I built in Digital Electronics (STEM course) to easily complete assignments." Worthington also has substantial amounts of data showing the growth of STEM students exceeding the average math students’ growth in all quadrants (Measures of Academic Progress - Fall to Spring Math results). STEM students show growth in excess of typical students’ years’ worth of growth for all quadrants. This type of growth is highly unusual compared to the expected growth for high and low achieving students outside of the STEM cohorts. The results are even more pronounced when the NWEA MAP Science Concepts and Processes tests is compared...
between the STEM and the typical students. STEM student grew as much as two years of expected growth while the typical students averaged one year's worth of growth for all quartiles.

This existing program has a number of critical components indicating successes worthy of enhancement and scaling up to include more students. Among these indicators are growth/stem student growth and typical student growth, and growth in STEM student growth. The STEM student growth and typical student growth are all critical components of the STEM program.

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 of the partners, community school, 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.

Subsection b is applicable.

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

2,991,223.00 * 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, RIT 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).

The budget funds three areas: Renovations ($1,078,816) to the physical space to facilitate cohort of students and modernized equipment, state of the art equipment and PD($1,209,482) and student, parent, and community development ($102,925.00) to educate these stakeholders in the STEM possibilities for our students. Student, parent, and community development is the key component to the success of the program is the integration of hands on training equipment. Our staff has reviewed the core curriculum, and selected training equipment that meets the desired outcomes and objectives. These technologies identified by our curriculum, are recognized as vital to the skill development of a versatile worker. Advanced Technologies Consultants Inc. have researched many training programs and training equipment to identify leading brand name manufacturing, recognized worldwide as leaders in their industry segments. These companies include Stratasys, Lab Systems and Graovograph. Students will be trained on the same equipment utilized by the leading manufacturers in the industry. The value of exposing students at this level to real world systems is crucial for providing them with the high end skills necessary to succeed in the industry today. Our intent is to purchase these items through a full service distributor who is local to our area to ensure the continued service and support of the equipment necessary for the program to exceed the five-year forecast. STEM students will also be trained on the use of Passco Proobeware. These tools are used in numerous institutions of higher education in Ohio such as The Ohio State University. This technology is used in various science, engineering and technical programs to help prepare students for STEM careers after graduation. Learning at the high schools levels will prepare students for both post college programs and careers in STEM industries. Educating the community: The final aspect of the program is sending a clear concise message to our students, families and community about the STEM program. The goals of our STEM program are to increase the number of Engineers; increase graduation. Using these same tools at the middle and high schools levels will prepare students for both college programs and careers in STEM industries. Educating the community: The final aspect of the program is sending a clear concise message to our students, families and community about the STEM program. The goals of our STEM program are to increase the number of Engineers; increase the number of STEM related workers and, create a STEM literate society. This phased approach will help students, families and the community learn what the future jobs will be and how our STEM program will help students achieve their goals. Worthington will also increase the capacity of our employees to maintain the message and marketing campaign, an additional benefit to education the community will be the identification of mentorships for students as well as advisors and mentors to the overall program. The greatest benefit will be the blending of community and school so that we are working in concert to prepare our students for their future.

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 costs 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.

Most of the recurring costs are triggered solely by consumable items which are replacing previous consumable items. These will simply be funded by the same dollars used in previous budgets. The funds once used for the purchase of saw blades and wood will be used to maintain the new equipment and new raw materials. Another item which commonly requires recurring funds is the support to software. The Spark Vue software is a purchased license which does not require any ongoing financial support. Worthington’s Instructional Technology department continuously supports the dynamic needs and requirements of all computer systems within the school district. The addition of stand-alone software does not cause any additional costs, fees or an increase in labor. The renovations, once completed, will not increase the footprint of the buildings and therefore not cause an increase in maintenance, or energy costs. The marketing aspect of the grant will conclude by June 30th, 2014 leaving the program with tactics and assets needed to continue to market the Worthington STEM program and the established goals. The marketing program will also conduct pre and post assessments on the program. We are not expecting any additional costs for the program.

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.) If there are no expected savings, please explain why.

17. Provide a brief explanation of how the project will sustain itself beyond the life of the grant.

The expected savings are as follows: Savings will occur in the budget supporting current STEM curriculum, facilities and equipment. Here is how the new costs are directly covered by existing costs: Teachers will not increase since the staff already exists and are already trained in the Project Lead The Way curriculum and the STEM integration of Math and Science within the STEM cohorts. Facility costs are identical to current costs since the footprint of both Thomas Worthington HS and Worthington Kilbourne HS will be unchanged as will the square footage of each building. Energy costs will not increase but will be utilized more efficiently since a large portion of the renovated space was shuttered and will now be leveraged for student learning. Equipment costs will be unchanged since the maintenance costs for the old shop tools will be switched to the newly purchased equipment. Marketing costs will also be unchanged. We will purchase the tactics and assets from a marketing firm which will create the items such as videos and fliers as well as a marketing campaign. This will be a one time cost, however, this work will be supported and further developed through our
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 strategy to plan development was developed.

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

* Proposal Timeline Dates

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<th>Plan (MM/DD/YYYY)</th>
<th>09/17/2013</th>
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* Narrative explanation

There were no barriers that existed during the planning phase of this project. The engagement process allowed us to prepare our Straight A Grant for submission on October 25, 2013. This process occurred with the assistance of various stakeholders, including: THS High School principal, Thomas Worthington and Worthington Kilbourne STEMTM teachers, Thomas Worthington and Worthington Kilbourne students using the Hanover and Hans Meeder program review. Worthington community through the STEM Advisory Board, Columbus State Community College and Honda of America Manufacturing. We conducted several partnership meetings with the Worthington Schools Building and District Leadership, and the Columbus State Community College and Honda of America Manufacturing. During the course of those conversations the strategic plan was developed from High School to Higher Education to Industry. We maintained constant communication and provided updates to the Worthington Board of Education, Thomas Worthington and Worthington Kilbourne staff, Worthington Community STEM Advisory Board. The data and feedback from the Hanover and Hans Meeder program review in the planning process allowed us to ultimately create a program that will prepare students for High School to Higher Education to Industry.

Implements (MM/DD/YYYY): 12/17/2013

* Narrative explanation

Immediately after approval of our Straight A Grant, the board update will be provided, no later than January 13, 2014, to the Worthington Board of Education. During this meeting, various marketing and facility renovation bid packages will be presented to the Worthington Board of Education for their approval. Prior to February 1, 2013, monthly updates of the progress implementation and opportunities will be provided to the Worthington and Worthington High Schools staffs and students and the Worthington Community STEM Advisory Board. On or before February 1, 2014, vendors will be identified for the purchasing of equipment and marketing services. On or before February 1, 2014, a specific professional development plan for the remainder of the 2013-2014 school year will be developed and implemented for the STEMTM teachers to collaborate with the Columbus State Community College and Honda of America Manufacturing. This will include all training on new equipment, software and marketing. The marketing solution will include training for sustainability of the campaign after the grant period. The Worthington communications director will be directly trained on all aspects of the campaign in order to lead the campaign after the funding period. On or before May 1, 2014 significant facility renovations will occur at both Thomas Worthington and Worthington Kilbourne High Schools. The results are even more pronounced when the MAP Science Concepts and Processes tests is compared between the STEM cohort and the typical students. STEM student grew as well as a collaborative team to properly integrate this newly acquired knowledge into all aspects of the STEM cohort. By using 21st century tools such as probeware, students will "do" science not just learn science. The process of inquiry will be at the center of instructional practices as teachers now have the tools to plan true STEMTM integrated lessons. With probeware, students will also be able to drive their own investigations, replicate trials, and analyze results in shorter periods of time. The classroom will be transformed into an active learning environment, where data collection for analysis and discussion are everyday occurrences. Critical thinking, problem-solving and creativity will become the primary instructional methodology. In addition, this technology affords students the opportunity to learn in informal classrooms as they can easily take the mobile tool outside. Unlike before, lessons can extend beyond the typical classroom environment and students homes. With probeware, students can now investigate relevant issues that impact their own communities. Learning will occur inside and outside the school walls as well as inside and outside the school day and year.

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

The Straight A Grant will significantly change the instructional practices as well as the organizational practices of each high school. All of the teachers will be professionally developed on the new equipment, facilities and marketing campaign. This will ensure the appropriate implementation of the items in a coherent and sustainable manner. During these professional development sessions the teachers will work as a collaborative team to properly integrate this newly acquired knowledge into all aspects of the STEMTM cohort. By using 21st century tools such as probeware, students will "do" science not just learn science. The process of inquiry will be at the center of instructional practices as teachers now have the tools to plan true STEMTM integrated lessons. With probeware, students will also be able to drive their own investigations, replicate trials, and analyze results in shorter periods of time. The classroom will be transformed into an active learning environment, where data collection for analysis and discussion are everyday occurrences. Critical thinking, problem-solving and creativity will become the primary instructional methodology. In addition, this technology affords students the opportunity to learn in informal classrooms as they can easily take the mobile tool outside. Unlike before, lessons can extend beyond the typical classroom environment and students homes. With probeware, students can now investigate relevant issues that impact their own communities. Learning will occur inside and outside the school walls as well as inside and outside the school day and year.

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.

The Worthington City School district has been teaching STEMTM courses to students since 2007 when the first group of 20 freshmen enrolled in the Project Lead the Way (PLTW) course "Introduction to Engineering and Design" (IED). Since then the program has expanded and now includes five PLTW courses, three science courses and three math courses. Today, these courses have been integrated together to bring deeper meaning to the content and a project based curriculum which also teaches students the soft skills of collaboration, teamwork, communication, problem solving, creativity and critical thinking. This existing program has a number of critical components indicating success worthy of enhancement and scaling up to include more students. Amongst these indicators are the process of inquiry will be at the center of instructional practices as teachers now have the tools to plan true STEMTM integrated lessons. With probeware, students will also be able to drive their own investigations, replicate trials, and analyze results in shorter periods of time. The classroom will be transformed into an active learning environment, where data collection for analysis and discussion are everyday occurrences. Critical thinking, problem-solving and creativity will become the primary instructional methodology. In addition, this technology affords students the opportunity to learn in informal classrooms as they can easily take the mobile tool outside. Unlike before, lessons can extend beyond the typical classroom environment and students homes. With probeware, students can now investigate relevant issues that impact their own communities. Learning will occur inside and outside the school walls as well as inside and outside the school day and year.

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

Yes

22. If so, how?

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. The Straight A Grant will allow Worthington to modernize the STEM facilities and access portions of the high school which were previously shuttered. This modernization will allow for more resources to be placed in active classrooms rather than maintaining unused space. The renovation of antiquated wood shops and the reduction of the wood shop program will allow for funds to be moved to the STEM classrooms and support the success of the program.

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

Yes

22. If so, how?
will prepare students for both college programs and careers in STEM industries. The time and effort falls in the area of curriculum writing and adoption. The adoption of the Project Lead the Way requires those impacted by the change to determine if it is the right fit or wrong fit for their specific district. The writing and adoption of the STEM curriculum requires the science and math teachers working together to produce a document that is uniquely STEM and connects the different content areas together. All of our curriculum is currently posted on the district website and available to anyone who may be interested in its replication. Scheduling - Thomas Worthington and Worthington Kilbourne High Schools over the past two school years have created small learning communities inside both of our large schools called "STEM Cohorts". The power of the cohorts allows a smaller group of students to share the same math, science, and PTLW course. Roughly 100 freshman at each high school this year are part of the STEM cohort (learning community) and through creative scheduling, the cohorts have shared the three curriculum courses. Beyond the curriculum, students and teachers are reporting that the cohorts are strengthening the connections between students, staff, and the "real world". Facilities - The replication of this portion of the plan relies on the successful awarding of monies through the Straight A Grant. We currently have in both of our high schools space that is currently being used for Woodworking and Family and Consumer Sciences, as PTLW courses and science courses. We believe the majority of high schools across the state of Ohio have space available for the creation of a dedicated STEM program but would require redefining space. We believe the appropriate timeline for the redefinition of physical for our plan starts on 5/1/2014 and would be completed no later than 9/1/2014. We recognize that we would need to displace students and staff at the end of the 2013-2014 school year but we have plans that have identified space for temporary instruction. In addition, if the timeline for construction extends beyond the start of the 2014-2015 school year, we have plans that also identify space for temporary instruction for our students. The redefining of space in both of our high schools will allow us to connect our students, staff, and community to relevant 21st century instruction, tools, and space that will help promote a STEM education.

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

The "Connecting to Industry" program will continue to have deep and lasting impact upon all of the students enrolled in the program as well as the central Ohio community. The Worthington Schools STEM cohort program already has substantial amounts of data supporting the amounts of growth and student achievement attained by students within the program. The enhancement and scaling up of the program will allow for additional participants to get connected to higher education and then onto industry as a well-educated and technically trained employee. Furthermore the students participating in the program will be simultaneously building the 21st century skills required for employment - communication, collaboration, critical thinking and creativity. These skills are not only encouraged within the program but they have been explicitly taught to students by placing them into authentic learning scenarios common to STEM-related fields. This process has been overseen by the Worthington STEM Advisory Panel making certain the practices are grounded in real world needs for employees. The "Connecting to Industry" hopes to achieve three major goals: 1) Produce more engineers, 2) Produce more STEM field workers, and 3) Produce STEM literate citizens. With engineering employment expected to grow by 11 percent over the 2008-18 decade (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2010-11 Edition, Engineers, http://www.bls.gov/oco/ocos027.htm) these goals are essential for Ohio to continue to be successful and economically relevant. It is also our vision that we strengthen the economic outlook of the Central Ohio community by both educating and employing our graduates. Honda of America will no longer have to look outside of Ohio for individuals with the skills needed to work in their company. Ideally, we expect to see our graduates give back to the community and continue to be connected with our successful STEM program.

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.

Each aspect of the program will have benchmarks established to help evaluate the program's success and impact upon the students and the school as a whole. Student achievement benchmarks include: increased enrollment in the program, including an increase in females and minority students, increased retention of students in the STEM program for their four years of high school, continued positive metrics showing academic growth of students in the program exceeds the typical student growth, student and community satisfaction with the program as measured from attitude surveys, and an increase in the number of students enrolling in dual enrollment earning college credit while still in high school. We also expect to see an increase in the number of students graduating with high school with one or more college credits already earned, thus easing their transition into college and increasing their chances of success. Students graduating from this program will be career and college ready and will not require any remedial course work. The utilization of a greater share of resources in the classroom benchmarks include increased enrollment to improve the efficiency of the program and fully access the staff and facilities associated with the program, decrease in the use of traditional methods of collecting information from students measured by the reduction in paper costs, and print/duplication costs.

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

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

The progress monitoring of our project will depend on three types of data; student achievement, perceptual data and success in college and careers. The short term objectives for the Straight A Fund Grant are to increase STEM course enrollment, increase underrepresented demographic enrollment and increase parent and community awareness of "Connecting to Industry - Building an Early College STEM Pathway - From High School to Industry initiative." Increased STEM enrollment will be measured during the mid-January scheduling process. At this time we will be able to gauge STEM enrollment numbers for the next school year. If we find at that time that numbers are lower than expected we will work with both our Middle School and high school STEM teachers and counselors to make certain students and families are aware of all possible courses, including the STEM pathway. STEM recruitment will begin with the direct marketing of the program through the middle school STEM teachers. These teachers, along with the high school teachers, administrators and counselors, will be trained by the marketing firm to make certain a consistent, targeted and informative message is delivered to our future STEM students. Middle School and High school counselors will identify and monitor those students that may be interested in STEM courses but may lack the confidence and may not be aware that a STEM program exists. We will use a variety of methods to reach students and parents prior to the scheduling process. We will inform our parents and community about the various STEM offerings that exist inside both of our high schools. In addition we will provide, multiple information nights that will help inform our parents and community of the various offerings of the STEM program in both of our high schools. The marketing company will create various strategies and resources such as: flyers, loges, brochures in order to recruit students into our STEM program and to educate the parents along with the community. We will track and monitor the attendance of the information nights, and track the number of STEM website hits monthly to ensure that students are aware of our STEM program. Honda of America and Columbus State Community College will assist with marketing efforts to ensure that parents and the Worthington community are aware of our STEM program. If barriers are encountered we will consult with our Director of Communications for strategies on how to move forward. The long term objectives for the Straight A Fund Grant are to be evaluated by the Hanover Research Company in the following areas; retention of students in the STEM program, achievement which is measured by the state through state assessments, growth which is measured by the state approved vendor NWEA Measures of Academic Progress (MAP) and longitudinal studies which will allow us to monitor the enduring impact the STEM program has upon postsecondary education and employment. Hanover Research Company will conduct a yearly online survey provided to the graduates of the STEM program. Results of the survey will enable us to gauge their continued connection in the STEM college or career area. We will stay connected with our graduates through yearly surveys and other communication. We will evaluate program retention by surveying our students and parents annually to determine why they are opting out of the program as well as why they are staying in the program. We will also reach out to students that not currently a enrolled in the STEM program. Results on the Ohio Graduation Test (OGT) and the state approved vendor assessment, NWEA MAP will be monitor to compare the achievement of students in our STEM program to those not enrolled in STEM. In future years we will also monitor their success on EDPs and the PSAT.

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, Thomas S. Tucker, PhD, Superintendent, Worthington City Schools, October 25, 2013.