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Adjusted Allocation: 0.00

Remaining: -858,152.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Learning Today, Leading Tomorrow

2. Executive summary: Please limit your responses to no more than three sentences.
The Learning Today, Leading Tomorrow (LTLT) program aims to leverage strong partnerships between Aiken New Tech High School (Aiken), GE Aviation, the Cincinnati Youth Collaborative (CYC), the University of Cincinnati (UC), and Cincinnati State Technical & Community College to improve career pathway opportunities for Aiken’s ~690 grade 7-12 students. The project intends to support students at “key” transition points throughout the high school journey by providing intense college and career exploration and expanding introductory career pathway curriculum for grades 7-9, the creation of an industry-driven and -supported Industrial Design Technology (IDT) career pathway focused in engineering and manufacturing for grades 10-12, and increased academic achievement through dual enrollment courses. Implemented over a three-year time frame, the project will further strengthen our region’s workforce supply chain by preparing a new generation of engineering and manufacturing postsecondary students and future employees in partnership with Cincinnati’s leading industries within this realm.

3. Total Students Impacted:
690 3. Total Students Impacted:

4. Please indicate which of the following grade levels will be impacted:

- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

5. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant
Kara, Shibiya
Organizational name of lead applicant
Cincinnati Public Schools
Address of lead applicant
2651 Burnet Ave
Phone Number of lead applicant
513-363-0338
Email Address of lead applicant
shibiyk@cps-k12.org

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
- No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members
7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

- Yes
- No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Aiken New Tech High School, as part of the Cincinnati Public School District (CPS), was re-structured in 2013-14 through a partnership with KnowledgeWorks and GE Aviation into the nationally recognized New Tech program, an innovative model that places an emphasis on project-based learning, 1:1 technology in the classroom, and a positive, empowering school culture. The New Tech model is nationally recognized for high graduation rates, increased ACT scores, and high postsecondary success rates; however, Aiken students are currently missing out on one vital element in their high school experience: participation in career pathways.

The proposed innovation and how it relates to solving the problem or improving on the current state.

Acknowledging a growing engineering and manufacturing industry within the Southwest Ohio region, Aiken has joined forces with a collective of engineering experts, postsecondary educational leaders, and a youth mentoring agency to create a strategic IDT task force responsible for addressing one major goal: strengthening the region's talent pipeline by graduating competitive and employable students prepared for postsecondary success. Over the next three years, the task force will develop and implement Aiken's first career pathway: Industrial Design Technology (IDT). A Straight A Fund grant will support IDT course development an in alignment with regional business needs, creation of dual enrollment courses in articulation with Cincinnati State, the retrofitting of existing classroom space at Aiken into an engineering lab, the ability to address logistical implementation needs like student transportation to and from off-campus experiential learning opportunities, and the alignment of available industry credentials with regional workforce needs prior to graduation day. The IDT coursework will explore the form and function of manufactured goods through applications of rapid visualization, ergonomics, computer-generated images, modeling, and prototyping, combining analytical and technical computer skills with the visual and artistic skills of computer graphics, and will be taught by career technical certified teachers experienced in their industry, in partnership with Cincinnati State. The pathway will support both high school graduation requirements (academic proficiency in core areas), as well as industry required skills, available credentialing opportunities, and support progress towards completion of a post-secondary degree. In tandem with the IDT coursework, Math and English Composition courses will be offered as dual enrollment options through Cincinnati State beginning in 2015-16, taught by existing Aiken teachers. Professional development supports through the higher education partners will be offered to a select cohort of Aiken teachers during the grant award period to "fast-track" the completion of graduate-level requirements needed to teach dual-enrollment courses. Aiken students also will receive intense career exploration supported by 2 full-time AmeriCorps career counselors in partnership with the Cincinnati Youth Collaborative (CYC). Counselors will work with students using the Naviance Student Success Planning Solution, a web-based platform that enables teachers, counselors, administrators, and families to collaborate with students to complete key grade-level tasks that lead to individualized plans for on-track graduation and postsecondary success. CYC will support the development and implementation of an e-mentor module, reutilizing Naviance for Aiken students to digitally link up with leading IDT professionals in the Cincinnati region to support increased academic achievement, job exploration, and personalized guidance with a mentor. Ultimately, the creation and implementation of the IDT pathway will provide an introductory knowledge base and skill set in engineering and manufacturing problem-solving that will prepare Aiken graduates for more in-depth postsecondary coursework, and ultimately, careers in the IDT industry. This effort will both complement and strengthen the district's efforts in providing relevant career tech programs that accelerate Aiken students' ability to attain economic sustainability as adults, and creates a model program that can be implemented easily in other schools and districts.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

- Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

Implemented over a three-year timeframe, the project directly addresses the Straight A Fund's goal to provide innovative solutions that increase student academic achievement and engagement. In the short term, the program will increase attendance rates, decrease discipline referrals, and increase student academic achievement in Aiken students. In the long-term, the program will contribute directly to the industrial design industries in Southwest Ohio, promoting better career trajectories for Aiken students post-graduation and strengthening the talent pool of employable candidates needed to meet the demands of our region's workforce. To prepare students for success in an IDT pathway, industry focused project-based curriculum models will be offered during the 2014-15 school year. In grades 7-9, students will use the Pitsco Education STEM lab, a curriculum offering more than 100 project-based STEM modules suitable for Grades 6 through 10, and delivered through a combination of hands-on activities and multimedia instruction. Each module is delivered in seven sessions to provide students with relevant, real-world learning experiences. Equipment, materials, reference texts, and all supplies necessary to achieve success reside at each workstation. In grades 10-12, students will use the Armatrol ITC curriculum, a technology/college prep program driven by a series of
team-based thematic master projects. Student teams choose a thematic project from one of the seven major technology sectors and then employ the enterprise process to design, build and perform market research related to their project. Team members gain the technical skills they need to accomplish the project, while at the same time, gain work readiness skills such as teamwork and problem solving. As a result of our efforts, we aim to achieve the following: 1) decrease drop outs between grades 8-9 and 9-10 by end of year 1; 2) increase grade level promotion across grades 7-12; 3) achieve a 100% academic proficiency in math and science within five years; and 4) increase graduation rates by 10% within three years. In long-term, we aim to support our region's talent pipeline, connecting with larger regional efforts, increasing postsecondary completion of 2 and 4 year programs for Aiken graduates, increasing the opportunities for earned IDT credentials, technical skill attainment and employment.

While the primary focus of Aiken's efforts will be geared towards creating and implementing an IDT pathway, we also anticipate spending reductions in the coming years as an indirect result of our work. Estimated spending reductions are as follows: 1) Utilizing resources from an existing career tech program, Aiken will repurpose many resources from the existing program onto its campus, creating considerable cost savings by laterally moving teachers, program materials, and lab supplies to the school. These efforts project at least $92,725 in costs savings annually. 2) Facilitating teacher professional development through graduate coursework will allow Aiken teachers to be eligible to teach dual enrollment courses in 2015-16 in partnership with Cincinnati State, saving the school and district $104 per credit hour for every student participating in dual enrollment courses. Estimated costs savings increasing dual enrollment opportunities over the next five years will generate at least $74,880 in savings. 3) The curriculum implemented through the IDT task force will generate spending reductions by creating targeted learning plans that address the region's employment needs and will be targeted to Aiken students. This one-time, high-impact investment into curriculum in partnership with a broad representation of our region's workforce leaders will ensure that the IDT curriculum in Aiken's career tech courses is relevant to building today's talent pipeline and can be implemented for multiple years with no additional development costs. This effort is estimated to save at least $100,000. 4) Aiken's work with CYC's mentoring programs will provide considerable costs savings to the district, as CPS does not incur the cost of additional guidance counselors and career coaches, and builds capacity within existing staff to better serve students in other areas, ultimately funneling additional savings from additional tutors, career counselors, and guidance counselors back into the classrooms. Work to develop an e-mentoring program with CYC also will generate savings, facilitating meaningful relationships between Aiken students, business partners, and employers throughout the region, creating hundreds of hours of mentorship to Aiken students at no cost to the school/district. Savings will be equivalent to 10% of 1 FTE guidance counselor per year, generating $7,500 annually. 5) Along the same lines of digital mentorship, the consortium of partners involved in the IDT task force will help facilitate student internships and experiential learning opportunities for Aiken students in the IDT pathway, providing valuable learning opportunities no additional cost to the district. 6) A multi-year transportation contract with a local bussing fleet also will create costs savings in bus rentals and will eliminate transportation barriers for Aiken students to participate in off-campus learning, job shadowing, college visits, and more. Spending reductions of at least $10,000 are estimated annually.

Aiken will leverage the IDT task force to support increased resources in the classroom through donated time and equipment, facilitation of student internships with local employers, and subject matter experts from GE Aviation who will contribute expertise to assist with IDT project-based curriculum and instructional design strategies. GE also will continue to provide 70+ mentors for roughly 260 Aiken students every other week and support the GE scholars program for 24 Aiken students, offering paid summer internship for students with at least a 3.0 GPA high school through college. The district is currently in the process of repurposing an existing career tech program that is being phased out from another CPS high school to Aiken, providing FTEs that will sustain the program beyond the life of the grant. This lateral move of resources provides a solid foundation from which to build on with Straight A Funds, yet allows Aiken to invest in capacity building and infrastructure improvements to promote long-term learning and sustainability of the IDT pathway. A critical component to the success of the IDT project will be developing a strong foundation and understanding among business leaders in the IDT industries. The current IDT task force includes leading employer partners who are the right types of leaders to help create this foundation (such as GE Aviation, Partners for Competitive Workforce; Southwest Ohio Tech Prep Service Center), and can identify the ways that these efforts will benefit the workforce needs in our region. This approach also will ensure that professional learning opportunities are available for Aiken's non-career tech teachers to become knowledgeable in the career tech process and gain skills needed to fully integrate valuable career tech skills into academics and the New Tech project-based learning model. School-based learning activities in IDT fields, job shadowing and internship experiences, and industry expertise on the task force will create a framework for the knowledge base and skills required for Aiken students to achieve academic proficiency and graduate high school prepared for postsecondary success. Our partnership with the Cincinnati Youth Collaborative is also a perfect example in leveraging resources within our classrooms and schools. CYC programming supplements the work of our guidance counselors, many of whom have high case loads, by providing college and career specialists within our lowest -performing schools, complementing the academic work of the classroom and providing a holistic approach to serving our students. The project aims to link a digital mentorship model with classroom academics to complement student learning and share human talent and resources from the IDT community with Aiken students.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

N/A

10. Which of the following best describes the proposed project? - (Select one)

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements

N/A
C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

**Enter Budget**

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

**Upload the Financial Impact Table (by clicking the link below)**

**Upload Documents**

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

858,152.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Aiken New Tech seeks a total of $858,152 to support the proposed implementation of the IDT Pathway. Expenditure will include the following:

-Instruction- Teacher extended time to sit on the IDT curriculum development team. Calculated at a rate of $29.88/hour x 30 hours x 5 teachers x 2 years = $8,964. Fringe benefits are calculated at 39.5% of $8,964 = $3,541. Additionally, a $6,500 Lead Teacher stipend will be offered to a Teacher Facilitator of the curriculum writing team for two years. Calculated at $6,500 x 2 years = $13,000. Fringe benefits are calculated at 39.5% of $13,000 = $5,135. Aiken professional attire (button down shirts, ties, slacks, etc.) for students in the IDT pathway attending internships; estimated at $7,500. Instructional supplies estimated at $10,000. Pitsco STEM program package at $60,000 total; Armatrol Integrated Technology Concepts STEM program package at $175,000 total, and $56,333 in instructional costs to retrofit the engineering lab on Aiken’s campus. (These are one-time expense to purchase the products) Total Instructional expenses = $339,476.
-Support Services- Aiken will contract with the Cincinnati Youth Collaborative to provide 2 full time Career Counselors, each year for five years. CYC covers the stipend paid to the AmeriCorps member, while Straight A Grant funds will be used to cover the CYCs administrative cost per member. Calculated at $9,000/year x 2 members x 5 years = $90,000. CYC also will be contracted to provide an e-mentor Program Coordinator responsible for the oversight and development of the e-mentor model. Calculated at $31,200 x 5 years = $156,000. Both contracted expenditures will be covered by CYC general operating funds post-grant award, providing long-term sustainability of the Career Counselors and Program Coordinator. Total support services = $246,000. -Admin. - Grant Administrator's oversight of grant = $5,140 in salary and $3,563 for fringe benefits. 75 hours of evaluation time through an independent evaluator. Calculated at $100/hour x 75 hours = $7,500. Two years contracted salary for the IDT Program Coordinator, to oversee program implementation. Calculated at base contract amount of $65,000 x 2 years. Total governance = $145,996. -Professional Development- Tuition scholarships will be provided to Aiken teachers to facilitate graduate level coursework to ensure that at least 6 Aiken teachers are eligible to teach dual enrollment. Calculated at $710/credit hour x 18 credits x 6 teachers = $76,880. -Transportation- A multi-year contract with a local bus fleet will provide at least 40 rentals/ year, calculated at $250 per rental x 5 years = $50,000.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain.
Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The IDT task force designed the program to be cost neutral by repurposing an existing similar program from another CPS high school to Aiken. Any new costs incurred as a result of the IDT pathway will be covered by spending reductions at the district level and existing career tech funding from the state level.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

833,546.00 If yes, specify the amount of annual expected savings. If no, enter 0.

Total costs savings over the next five years are estimated at $843,546. 1) Utilizing resources from an existing career tech program onto the Aiken campus, creating considerable cost savings by laterally moving teachers, program materials, and lab supplies to the school. These efforts project at least $92,726 in costs savings $278,178 over three years. 2) Through a partnership agreement with Cincinnati State, both dual enrollment courses and other career tech articulation credits for Aiken students will be covered at no cost to the student and to the district. Increasing access to dual enrollment options for Aiken students will translate into significant costs savings. Currently, Cincinnati State charges $104 per credit hour. Estimating that Aiken will add at least 2 dual enrollment courses within the grant period, Aiken students may earn up to 12 credit hours of Math and English articulated credit with Cincinnati State prior to graduation. This amounts to at least $1,248 per enrolled student in tuition cost savings. Using current CPS teachers who are eligible to teach dual enrollment as part of Cincinnati State's faculty, the district will save approximately $12,400 per dual enrollment course (with at least 10 students enrolled) by not having to contract a Cincinnati State faculty member to facilitate the course. Over the five years, Aiken projects savings of at least $74,880 in cost savings by offering two dual enrollment courses through this articulated agreement. 3) The curriculum implemented through the IDT task force will generate cost savings by creating targeted learning plans that address the region's employment needs and will be targeted to Aiken students. This one-time, high-impact investment into curriculum in partnership with a broad representation of our region's workforce leaders will ensure that the IDT curriculum implemented in Aiken's career tech courses will be relevant to strengthen the regional talent pipeline and can be implemented for multiple years with no additional development costs. This effort is estimated to save at least $100,000. 4) Aiken's partnership with CYC also will provide significant costs savings to our staffing infrastructure, allowing our in school guidance counselor to better serve students within the building. The existing CYC mentorship program provides volunteer tutors to ~75 Aiken students each year, allowing for at least 10% savings of one full time guidance counselor. The GE partnership provides tutors for at least 275 Aiken students every other week, contributing at 40 hours of time per students, amounting to over 11,000 hours of time. Additionally, ongoing costs to operate and sustain the CYC e-mentor program in CPS schools will be solely handled by the CYC through private fundraising and programming support, eliminating the district's liability of these ongoing costs. To provide this level of service, Aiken would need to hire additional counselors and support services; the partnership with CYC and GE eliminates this. 4) A multi-year transportation contract with a local bussing fleet also will create costs savings in bus rentals and will eliminate transportation barriers for Aiken students to participate in off-campus learning, job shadowing, college visits, and more. Spending reductions of at least $10,000 are estimated annually.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The IDT task force designed Aiken's request to ensure institutional capacity in the long-term, supporting coursework and program activities without future Straight A Funds. Partnerships with multiple interconnected employers throughout the Cincinnati region, including primary industry partner GE Aviation, as well as community partners, post-secondary institutions, and the Southwest Ohio workforce investment system all will provide Aiken with key stakeholders and resources appropriate for long-term goal setting and implementation. Expenditures such as FTEs from the existing career tech program will be laterally moved to Aiken, providing a great deal of resources at no additional cost.
to the district. Curriculum purchases, such as the Pitsco STEM and Armatrail STEM packages will be one-time implementation costs, as well as the investment into retrofitting the Aiken wrestling room into an engineering lab, providing a state-of-the-art learning environment for students to use for years to come as no additional costs. Investments into the school's human capital through teacher professional development also will provide sustainability for the foreseeable future, as teachers will be equipped long term to teach dual enrollment courses and will save the district from paying additional salary costs to provide these articulated classes. Expenditures, such as the evaluation hours, the contracted Program Coordinator, and administrative time also will be one-time expenses associated with facilitating the program, and are not needed after the initial grant award. The district's partnership with CYC will create and pilot a sustainable e-mentorship program model at Aiken and can be seamlessly scaled up in existing CYC locations. Grant funds will be used to support the development and infrastructure of the online mentoring program? however, the launch and facilitation of this program will become part of CYC's existing operational budget following the grant award period. This partnership approach allows for maximum benefit to Aiken by creating relevant and engaging programs for its students, while at the same time, sustaining program facilitation through an existing partner that raises approximately $1 million in private fundraising each year. Aiken anticipates that while the majority of costs associated with the project will be high-impact, one time investments, the momentum of the work will continue to yield positive results long after the grant is over, as the IDT task force will continue to discuss and explore employer infrastructure needs and best practices to support Aiken in its efforts to graduate students prepared for success in an engineering and industrial design industry. Examples of this long-term impact may be seen in building out an Associates Degree for Aiken students through dual enrollment and career tech courses.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range June, 2014 - August, 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

A contracted IDT Program Coordinator will be identified by August, 2014 to will engage business partners and teachers to develop curriculum materials needed for the IDT pathway. An Aiken teacher also will be identified to help lead the curriculum development team. This curriculum development will occur regularly throughout the academic year to prepare for the Phase 1 launch of the IDT pathway in 2015-16. Additional teachers also will be identified to participate in the curriculum development team, and will be in place for the start of the school year. Aiken leadership will work with the district IT and Facilities teams to retrofit an engineering lab on Aiken's campus during 2014-15, repurposing an existing wrestling room with tables, chairs, drafting equipment, and more to meet current IDT industry needs. The CPS IT and Facilities teams will oversee the implementation of this component of the project.

* Anticipated barriers to successful completion of the planning phase

To mitigate challenges revolving around an aggressive launch and implementation of the IDT pathway, the CPS Career Tech Director has completed and submitted documentation to the Ohio Department of Education Career Tech Program for approval of Career Tech funding support towards the IDT pathway. In addition, each partnering organization in the task force has been engaged in the planning of the project from the beginning, managing time and responsibility expectations for each partner. A project outline has been created to clearly identify linkages between each partner organization and all relevant Aiken leadership, program, administrative, and advisory positions within CPS, as well as a comprehensive management structure for project implementation.

18. Implementation - Process to achieve project goals

* Date Range September, 2014 - June, 2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

Multiple phases will occur to implement fully the IDT pathway. Key milestones for implementation include: 1) In partnership with the IDT Program Coordinator, the IDT Lead Teacher will hold regular meetings with the IDT Curriculum Development Team to ensure logistical needs for the development, roll-out and implementation of the IDT pathway are met by the start of 2015-16 school year; 2) Aiken will contract with a transportation provider to assist with transportation needs to job shadowing, internship, college visits, etc. throughout the duration of the next five years; 3) Aiken teachers will begin to participate in graduate level coursework to support eligibility to teach dual enrollment and will continue completion of coursework for three semesters; 4) Lab infrastructure needs will be assessed and Pitsco and Armatrail equipment will be installed on Aiken's campus; 5) IDT coursework will be developed and finalized by the Curriculum Development Team for a year 1 launch in 2015-16; 6) IDT coursework development also will continue for additional courses to be launched in 2016-17; 7) CYC will develop and implement the online mentoring program for Aiken students; 8) CYC also will begin to provide intense college and career
exploration through AmeriCorps career counselors; 9) Dual enrollment courses will be offered to Aiken students for the first time; 10) Students enrolled in the IDT pathway will have continued engagement with IDT business partners through experiential learning and project-based work; 11) IDT students will have access to job shadowing, internships, and industry credentialing opportunities; and 12) The IDT task force will meet consistently to assess progress and performance of students.

* Anticipated barriers to successful completion of the implementation phase.

Recognizing that the time commitment for teachers to invest in graduate level coursework throughout the 2014-15 school year could be a barrier, Aiken will provide a detailed timeline of coursework options and an outline of the process for becoming eligible to teach dual enrollment. Aiken and the IDT task force will alert Aiken teachers as soon as the schools has received word of confirmed grant funding, to begin the process of enrollment into courses and begin developing dual enrollment curriculum. Local University partners will be highly involved in this process to ensure timely enrollment and completion of these requirements to support dual enrollment coursework implementation. Recognizing other unanticipated barriers throughout the process, such as teachers being unable to participate on the curriculum development writing team, setbacks in creating the digital e-mentor model, and delays in ordering or setting up new instructional technology, the IDT Program Coordinator will remain in close communication with Aiken leadership, district leadership and the IDT task force to ensure timely completion of each phase of the project. A detailed timeline and org chart will be distributed to all key partners, so that each partner organization, internal staff members, and the IDT task force will know clear roles and responsibilities for project implementation.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range: June, 2015 - August, 2015

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

Key milestones for project evaluation include the following: 1) All funds are encumbered by June 30, 2015 per grant requirements; 2) All required grant reports are filed with the ODE; 3) All IDT curriculum is created and in place; 4) At least six Aiken teachers are eligible to each dual enrollment courses; and 5) Supports are in place to sustain marketing and recruitment efforts for incoming students into the IDT pathway.

* Anticipated barriers to successful completion of the summative evaluation phase.

Again, recognizing unforeseen challenges, Aiken leadership and the IDT taskforce will meet routinely throughout the project to ensure data is being collected in a timely manner, and to work collectively to address any teacher and student issues that may come up throughout the school year. Continual communication between all parties will ensure timely program implementation and program data collection in order to complete a thorough evaluation.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

Increasing access to career pathway exploration and dual enrollment opportunities will permanently alter the infrastructure of the learning environment in which students thrive. While the New Tech program will continue to provide a project-based, personalized learning approach, Aiken students will become captains of their college/career plans, diving into career exploration beginning in the 7th grade and continuing through their senior year. As students progress through higher grade levels, their instructional time in the IDT pathway may include drafting or robotics courses, project work for college-level assignments through dual enrollment courses, and offsite learning through job exploration, job shadowing, and internship experiences. Each student will create an Individual Success Plan (ISP) using the Naviance tool to determine academic, social/emotional, and career goals. Each student's ISP will include attainable goals applicable to their learning pathway, including specific academic coursework, participation in and completion of career pathway requirements, job shadowing plans, completion of ACT or SAT, completion of the FAFSA, etc., and will be reviewed and updated on a regular basis with the assistance of teachers and CYC career counselors. Aiken's efforts to move toward intense college/career exploration in grades 7 and 8 is aligned directly with state workforce initiatives and will be a monumental element in the long-term success of this effort. Additionally, clearly defined and measurable student learning objectives will be created within each course of the IDT pathway to assess real-time student progress data. Building on the foundational work occurring through the success planning process (Naviance), higher grade students will have access to viable accredited coursework in alignment with the IDT program at Cincinnati State. Dual enrollment coursework and IDT credentialing opportunities, where available, will create a truly transformational approach to the high school experience, integrating standardized high school graduation requirements with postsecondary opportunities to support the region's workforce development needs. Aiken also will pursue the feasibility of long term opportunities, such as an Associates Degree for Aiken students through completion of dual enrollment and IDT coursework prior to high school graduation. This level of education will accelerate Aiken students towards a long-term and economically viable future as adults. Aiken envisions moving insular learning within a classroom outside the walls of Aiken and into the community. Working with industry partners through the IDT taskforce will provide a vehicle for Aiken and the entire CPS district to be responsive to changes and needs within the region's workforce, creating opportunities for career technical training that is in line with Ohio's workforce needs. This focus will engage all Aiken students, particularly students who previously thought postsecondary education and/or successful careers where out of the realm of possibility for them. Recognizing the value of both college AND career, the IDT task force hopes to marry the two for Aiken students and their families, encouraging both dual enrollment and credentialing opportunities while in high school. According to Complete College America, a larger share of available jobs in the next decade will require technical skills and credentials than either the share of jobs with no entry requirements or the share of jobs that will require four year degrees. To achieve success in supporting Aiken students along this trajectory, the IDT task force will work to expose Aiken families to the opportunities of career technical education opportunities and IDT workforce opportunities, building a positive picture for students and parents, many times who don't know these valuable opportunities exist. Outreach materials will be created and distributed to families and parents to highlight the value of the IDT pathway.
21. 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 response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

Ohio's Governor Kasich created the Office of Workforce Transformation to create a unified workforce system that supports businesses in meeting workforce needs. A major priority under Kasich's vision is to create opportunities for K-12 students to learn about careers of interest and gain the skills needed to connect to those careers. Recognizing the importance of Governor's Kasich's vision and the need to support the Southwest Ohio talent pipeline, Aiken's proposed project aligns directly with Phase III of the Governor's initiative: "Align Training Programs to Ohio's Workforce Needs" and will increase directly career pathway opportunities for Aiken's 600 students, providing experiential learning opportunities within one of Ohio's top industries, and expanding career opportunities that increase the number of employable candidates for Southwest Ohio businesses. Engineering and Industrial Design are dominant industries in the Southwest Ohio region and provide the largest source of private-sector employment (after good health care), with strong wages and good advancement opportunities. Industrial design careers hold promise to remain a dominant source of employment and a key economic driver in the region for years to come. According to the U.S. Bureau of Labor Statistics, employment of industrial designers is expected to grow by 10 percent through 2020 as consumer demand for new products and new product styles continues to increase. Cincinnati State's Center for Innovative Technologies estimates that starting salary projections for IDT graduates range from $34,500 to $60,700 annually. CYC data show equally impressive results in supporting academic achievement, as students participating in one-to-one mentoring relationships have exceeded outcomes for other students in the CPS district in several areas, including attendance, promotion rates and dropout rates. Graduation rates for the CPS students who participate in CYC mentorship programs are in excess of 90%, as opposed to the district average of 66%. Mentorship relationship time is also impressive, as the CPS students participating in CYC mentoring have an average of at least four years of mentorship with their mentee, recognizing the longevity of CYC volunteer investment. CYC provides a more complete intervention for CPS students than other mentoring programs in the area. The benefit is that with direct access to school records, CYC has access to important student data that helps guide the mentoring relationship, such as grades, disciplinary actions and attendance. With the goal of helping the student graduate high school and succeed in post-secondary pursuits, this information gives the mentor a more rounded assessment of the student's needs. By engaging local business leaders as mentors, CYC brings opportunities for at-risk youth to explore career possibilities and worksite experiences, as well as develop the leadership and job skills needed to move toward career success. Finally, Aiken's efforts to implement an IDT focused career pathway for students are built on a long-term partnership with GE Aviation, reaching back over 27 years. GE has been a tireless champion for Aiken and its students, playing a critical role in its recent transformation to the New Tech program model. Launched in 2013-14, Aiken anticipates seeing triple the enrollment during the 2014-15 school year and attributes much of that success to the longstanding partnership it has with GE Aviation. Acknowledging the strong partnership with GE, Aiken is also poised to build out longstanding partnerships with supply chain organizations for GE, strengthening the entire regional IDT industry and supporting directly one of our region's largest and most influential industries with talented, capable students available to work with GE, or continue supporting the supply chain through another regional supplier.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Data collection will serve as a vital component to the program's successful implementation. Clearly defined, communicated and measurable student learning objectives, along with performance-based assessments for accessing real-time progress data, will inform teachers of proactive measures that can be put into place before a student falls behind, as well as support students in a proactive approach to learning. Students with more intensive needs will be supported through a model of tiered interventions at the school-wide, small group, and individual level. In this environment, both knowledge and technological innovation will be inextricably related and integral to every aspect of the school culture. The task force also will use data to address performance gaps among subgroups, including first generation college students, students of color, and low-income students. The task force will work with Monica Mitchell at Innovations Research at Cincinnati Children's Hospital to independently evaluate the project over three phases. The first phase will evaluate the IDT curriculum development design and the launch of intense career exploration supports for grades 7-9 in year 1. Phase two will evaluate the first year of the IDT pathway implementation, tracking students enrolled and the academic progress made during this time. Phase three will evaluate impact of the project's efforts after a five-year time frame, assessing graduation, college/career readiness, increased postsecondary success, and so forth. Dr. Mitchell may be contacted at monica.mitchell@cchmc.org.

* 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 project's progress).

The project will track the following measures to support its short-term and long-term goals: 1) the percentage of students who graduate from Aiken in four years; 2) academic performance of Aiken students on assessments designed to measure college and career readiness; 3) the percentage of Aiken students who complete an engineering and/or industrial design credential while in high school; 4) the percentage of
Aiken students who have earned college credit before graduation; 5) the percentage of Aiken students who enroll in a postsecondary engineering program immediately after graduation; 6) the percentage of Aiken students who need to enroll in remedial courses after graduation; and 7) the percentage of Aiken students hired into entry-level engineering and/or industrial design careers postsecondary. Career tech pathway outcomes will look at the technical skill attainment of students in the pathway, credentials earned, placement in internship opportunities, and postsecondary credential earned, while academic outcomes will look at academic achievement in core content areas, grade level promotions, and graduation rates. Aligned with these data collection efforts, Aiken and the IDT task force will follow a logic model asserting that providing 1) intense college/career exploration supports, 2) increased dual enrollment courses, and 3) industry credentialing opportunities through an IDT pathway will support Aiken students in their postsecondary success, both in college and career, by 1) reducing the overall cost of a college education through a decreased need for remedial coursework, 2) helping students create individualized and focused postsecondary career plans, 3) providing internship and career exploration opportunities through the IDT industry partners involved in the task force, and 4) increasing Aiken students' employability within the IDT industry through credentialing opportunities, and will ultimately support our regional talent pipeline.

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

The district's internal dashboard and data management system will be used to track Aiken student characteristics, services and outcomes throughout the life of the grant. Academic data and feedback from IDT partners will be collected on students participating in the IDT pathway. This data will be used to inform Aiken leadership and the IDT task force on the implementation and continuous improvement of the IDT pathway throughout the life of the grant and beyond. Aiken leadership and the IDT task force also will create a tracking table describing proposed activities in a "who/what/where/when" format, - assigning measures and timelines to each activity. Aiken will use the data from the table to prepare bi-annual reports for the task force and the district. These reports will compare actual accomplishments to projected targets with the tracking measures attached as evidence. The task force will review the reports to determine if program goals are being met and make recommendations for adjustments. If measured progress is insufficient to meet program our objectives, Aiken will reassess each component of our strategic IDT development and implementation plan. We will look at the overall impact of each component of the tracking table and seek to identify areas for increased efficiency, greater sharing of resources and gather consistent feedback from our students and educators on ways to further "move the bar" towards increasing career technical opportunities for Aiken students. Reassessing periodically throughout the project will allow the task force to identify and address potential obstacles early on, avoiding lackluster results, growing apathy for change within the instructional staff, and a lack of commitment from our students. The IDT task force will meet quarterly to review this data and make suggestions for improvements and/or changes in order to implement the IDT pathway program with fidelity.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

Cincinnati Public Schools and by default, Aiken New Tech High School, strive to have every student graduate ready for postsecondary success in a fast-paced, highly-technical global world. To ensure our students are able to think creatively, develop into strong leaders and problem-solvers, and continue to grow academically and socially on their journey through life, we need to ensure that our students are able to explore, identify, and develop personalized career pathways and a K-12 educational system that supports imparting the knowledge and skills most valued by today's employers. Aiken students can no longer simply be recipients of information; they need to become students who turn information into knowledge and knowledge into enduring understandings. This transformation will require the leverage of information, communication, and technology to support this growth. Inherent in this goal, students will need access to a menu of career-driven courses and pathways that provide opportunities for project-based, inquiry learning, data analytics, collaborative problem solving, and leadership development just to name a few. In addition, teachers will need ongoing, job-embedded supports to facilitate meaningful content and instructional strategies that integrate information, communication, and technology into all aspects of learning. Developing and launching an IDT career pathway for Aiken students will support them in becoming flexible, creative and complex adults. They will be deeply engaged in their own learning and career planning, be confident and self-directed in their academic journey, become media-literate digital individuals who multi-task as they research, analyze, synthesize, critique, evaluate, and create new knowledge. At Aiken, learning will not just occur in the classroom, but in the community, through collaboration with leading employers and higher education partners. We are confident these efforts will create Aiken students who will be intrinsically motivated, self-determined, understand their personal learning styles, personality, interests and values, and will be able to make the connection between today's learning and tomorrow's success. Finally, the CYC boasts years of experience successfully tapping into the business and educational community to provide high quality mentorship to CPS students? however we recognize an opportunity to develop a digital e-model that works in tandem with Aiken and the district's strategic technology and personalized learning growth plans. Aiken students will be matched one-to-one with career mentors based on student selection of qualities that would be most helpful to them in a mentor, as well as job or career field interests. Once matched, mentors and mentees will exchange weekly emails and meet regularly in person. A research–based curriculum will help students build strong personal relationships and develop key college and job success skills, such as critical thinking, self-advocacy, communication and presentation skills and perseverance. The new digital e-mentorship platform will make the mentorship process much more guided, further integrating student academics and allowing for meaningful, real–time conversations. We acknowledge this is not a one-time effort, but an intense, multi-year commitment to facilitating bold innovation at the school level, while at the same time supporting systemic changes in how Aiken and the district support our region’s workforce needs. Taking on this intense shift in the current infrastructure of Aiken's New Tech program will open the door for Aiken to become not only a leader in student academic achievement, but a model program in its approach to career pathway-centered curriculum and creating sustainability to support the talent pipeline within the Greater Cincinnati business community.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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 applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.
25. Is this project able to be replicated in other districts in Ohio?

☐ Yes
☐ No

If the applicant selects “Yes” to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

We are confident our approach holds promise for creating a sustainable model that delivers measurable results and is applicable to scale across the district, our region, and to school districts nationwide. The creation of intense college/career exploration supports at key transition points, an IDT pathway designed by a taskforce of industry leaders, digital mentorship relationship with industry professional, and strong educational and business partnerships provide a strategy that can be seamlessly implemented into all CPS schools, as well as serve as a template for other school districts looking to implement similar instructional strategies. Aiken’s proposed professional development plan is one in which other school districts can also mirror, as training will be delivered in a way to achieve economies of scale for participating teachers and administrators. Finally, our partnership with the Cincinnati Youth Collaborative to develop an e-mentor program has the potential to be widely implemented in all CPS schools, developing a model with an educational partner capable of sustaining long-term operating costs upon implementation. Overall, Aiken’s vision for transformational change is aligned directly with Governor Kasich’s vision to expand career technical education opportunities to 7th and 8th grade students. Embracing his vision for success, Aiken has already laid the foundation for this work, as seen in its strong partnerships with the region’s industry leaders, higher educational institutional and community service partners. We are excited to begin this valuable work and look forward to sharing our outcomes with other schools and districts throughout the state. A Straight A Fund grant would provide the leverage to make these incredibly positive changes possible for our students.
No consortium contacts added yet. Please add a new consortium contact using the form below.
## Partnerships

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<tr>
<th>First Name</th>
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<tr>
<td>Pat</td>
<td>Zerbe</td>
<td>513-243-0505</td>
<td><a href="mailto:pat.zerbe@ge.com">pat.zerbe@ge.com</a></td>
<td>GE Aviation</td>
<td></td>
<td>1 Neumann Way, Cincinnati, OH, 45215</td>
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<tr>
<td>Jane</td>
<td>Kellar</td>
<td>513-475-4165</td>
<td><a href="mailto:jkeller@cycyouth.org">jkeller@cycyouth.org</a></td>
<td>Cincinnati Youth Collaboratum</td>
<td>107417</td>
<td>411 Oak St Ste 306, Cincinnati, OH, 45219-2598</td>
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<tr>
<td>Timothy</td>
<td>Mott</td>
<td>513-569-1747</td>
<td><a href="mailto:tim.mott@cincinnatistate.edu">tim.mott@cincinnatistate.edu</a></td>
<td>Cincinnati State</td>
<td>009832</td>
<td>3520 Central Parkway, Cincinnati, OH, 45223</td>
</tr>
<tr>
<td>Terry</td>
<td>Benedict</td>
<td>513-218-1350</td>
<td><a href="mailto:terry.benedict@cincinnatistate.edu">terry.benedict@cincinnatistate.edu</a></td>
<td>Tech Prep Ohio Southwest Region</td>
<td></td>
<td>3520 Central Parkway, Cincinnati, OH, 45233</td>
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<tr>
<td>Sean</td>
<td>Kelley</td>
<td>513-579-3123</td>
<td><a href="mailto:sean@competitiveworkforce.org">sean@competitiveworkforce.org</a></td>
<td>Partners for a Competitive Workforce</td>
<td></td>
<td>441 Vine St, 300 Career Tower, Cincinnati, OH, 45202</td>
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<tr>
<td>Terry</td>
<td>Benedict</td>
<td>Chief Administrator, Southwest Ohio Tech Prep Region</td>
<td>Main responsibilities will include supporting Aiken through the implementation of the program and development of the IDT pathway. Terry will work closely with higher educational partners to ensure curriculum is aligned with postsecondary coursework.</td>
<td>Terry brings years of experience in coordinating and developing programs of study for career tech education.</td>
<td>Prior to working with the Southwest Ohio TechPrep Region, Terry was a Regional Coordinator and Assistant Director for Miami University Middletown.</td>
<td>YES</td>
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<tr>
<td>Pat</td>
<td>Zerbe</td>
<td>Community Relations Manager, GE Aviation</td>
<td>Main responsibilities will include helping to create strong partnerships with regional employers to support experimental learning opportunities to Aiken students. Pat also will oversee the GE volunteer tutors, GE Scholars program, and will actively participate on the IDT task force, ensuring program and curriculum development is in alignment with regional workforce needs.</td>
<td>Pat holds a B.A. in Journalism from Wichita State University and holds a private pilots license.</td>
<td>Pat brings years of twenty years of experience within the aviation industry to the Aiken project. Prior to working with GE, Pat worked in Public and Media Relations for Raytheon Aircraft Company for over sixteen years. Pat has worked with GE Aviation in her current position for past twelve years. Pat is actively engaged with Partners for Competitive Workforce, as well as past roles on the United Way of Greater Cincinnati’s campaign cabinet.</td>
<td>YES</td>
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<tr>
<td>Sean</td>
<td>Kelley</td>
<td>Talent Pipeline Director, Partners for a Competitive Workforce</td>
<td>Main responsibilities will include providing leadership and expertise on the IDT task force, connecting employee partners with Aiken’s efforts to develop curriculum, create job-based experiential learning and sustain vital business partnerships for the benefit Aiken students.</td>
<td>Sean holds a B.A. in English from Miami University. He has over twelve years of experience in working collaboratively with regional partners to support and strengthen the Cincinnati region.</td>
<td>Prior to transitioning to Partners for a Competitive Workforce, Sean was the Director for External Relations at The Health Collaborative, as well as a District Field Director for the U.S. House of Representatives. Sean's board work experience also includes over seven years of fundraising and development work with Elder High School in Cincinnati.</td>
<td>YES</td>
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<tr>
<td>Kelly</td>
<td>Broscheid</td>
<td>Career Tech Director, Cincinnati Public Schools</td>
<td>Main responsibilities will include providing career tech leadership from the district level and</td>
<td>Kelly holds a B.A. in Communications from Bowling Green State University and a M.A. in Educational</td>
<td>Kelly has worked in career tech for Cincinnati Public Schools for over five years. Kelly also worked in special education data/compliance for CPS for five years. Prior to CPS, Kelly managed a data production team for R. L.</td>
<td>YES</td>
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<tr>
<td><strong>Lisa Votaw</strong> Principal, Aiken High School</td>
<td>Leadership from Miami University.</td>
<td>Lisa holds a B.A. in English from the College of Mt. St. Joseph and an M.A. in Secondary Education and an Administration Endorsement from Xavier University.</td>
<td>Lisa has been in educational administration for the past five years. She has worked in a leadership capacity both within CPS and Winton Woods School District. Prior to that, Lisa was teaching in the classroom for nine years. She brings years of experience in overseeing public service learning, development curriculum, and achieved considerable academic progress in her students, both in the classroom and as a principal.</td>
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<td><strong>Jane Kellar</strong> President, Cincinnati Youth Collaborative</td>
<td>Main responsibilities will include providing two AmeriCorps career counselors at Aiken and an E-mentor Program Coordinator to develop and implement the digital e-mentor program. CYC also will work collaboratively with Aiken on the evaluation of the e-mentor program’s effectiveness.</td>
<td>Jane holds a B.A. in Accounting/Finance from the University of Cincinnati, is a Certified Public Accountant, and holds a Masters of Public Administration from Northern Kentucky University.</td>
<td>Jane’s leadership at CYC spans nearly a decade, in which she leads a 50-person staff and nearly 1,800 volunteers in delivering premium services that assist students in graduating from high school, pursuing and thriving in post-secondary opportunities and ultimately succeeding in life. Her responsibilities include steering strategic planning; developing short and long term financial sustainability; and collaborating with community leaders and businesses.</td>
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| **Dr. Timothy Mott** Director, Off-Campus Programs, Cincinnati State | Main responsibilities will include facilitating the process of setting up dual enrollment courses within Aiken. | Dr. Mott holds a Ph.D. in Curriculum and Supervision from the University of Pittsburgh, a M.Ed. degree in Elementary Science Education and a B.S. degree in Elementary Education from the Indiana University of Pennsylvania. Dr. Mott joined the Commission in June 2007. His current term expires in 2016. | Aside from his work at Cincinnati State, Tim is an independent educational consultant in higher education, workforce development training, distance/online learning and adult education and serves as National Coordinator for the American Council on Education's College Credit Recommendation Service. Previously at Union Institute & University he has held positions of Associate Provost, Distance Learning; Director of the American Council on Education's State Affiliate Office in Ohio; Assistant Vice President for Academic Affairs, Director of the University's Office for Licensure and Compliance; University Registrar; Dean of the College of Undergraduate Studies; and he was the founding Dean of the Center for Distance Learning (CDL). Dr. Mott has led faculty teams of evaluators on corporate training program evaluations at over 50 organizations/ agencies resulting in recognition of college credit recommendations by colleges and universities throughout the country. He is a member of the DETC Accrediting
Commission and currently serves as Chair. His 27 year educational career has been focused on elementary education, gifted and talented education, adult higher education, distance learning, applications of instructional technology and teaching/learning strategies to promote effective individualized educational opportunities. Dr. Mott has also served as Coordinator for Liberal Arts Degree Programs at Thomas Edison State College in Trenton, NJ and at the University of Cincinnati and Indiana University of Pennsylvania, he taught elementary education methods courses and coordinated and supervised student teaching experiences in a variety of urban, suburban and rural environments and guided educational study tours in Europe.