### Budget

**Cincinnati City (043752) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (294)**

**U.S.A.S. Fund #:**
*Plus/Minus Sheet (opens new window)*

<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
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**Adjusted Allocation** | 0.00

**Remaining** | -458,673.60
A) APPLICANT INFORMATION - General Information

1. Project Title:
Career Connection: What's Your Goal? What's Your Plan?

2. Executive summary: Please limit your responses to no more than three sentences.
Our project will address the goal of student achievement by creating a student goal-driven culture where the connection between the students' career goals and academic performance is apparent culminating in out of building career related experiences with local corporations. Students, staff, administrators and parents will utilize a college and career readiness software provided by the district to assist students in determining post-secondary goals, connecting those goals to academic success in school and developing and monitoring individual academic and career plans. A Career Connection Facilitator will provide training for students, staff and parents resulting in a Career Connection team trained to sustain this student-goal-driven culture that promotes student achievement.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

680 3. Total Students Impacted:
This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

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
Larry Williams
Organizational name of lead applicant
Shroder High School
Address of lead applicant
5030 Duck Creek Road
Phone Number of lead applicant
513-363-6977
Email Address of lead applicant
willial@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
**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.

<table>
<thead>
<tr>
<th>The current state or problem to be solved; and</th>
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<tbody>
<tr>
<td>Shroder High School students’ low grade point averages and low test scores are limiting their educational opportunities and choices beyond high school. Their ACT test scores are below state and national average. According to the ACT college readiness benchmarks, only 2% of Shroder’s 2013 graduates scored high enough to meet all college readiness benchmarks. As a result, students have few post-secondary options. Shroder students do not recognize the importance of establishing and maintaining a high grade point average. Students do not make the connection between scores on the ACT and their post-secondary options. Many students do not have career goals, and those who have career goals do not see the relevance of the academic courses they currently take to attain those goals. Shroder students’ cumulative grade point averages and performance on state and college entrance exams in no way reflect their ability to learn. The challenge is motivation to learn, focus and resilience. Our project employs 3 strategies to address the lack of motivation effecting student achievement: 1) Development of a Student Goal-Driven Culture, 2) Implementation of Technology-Based Academic and Career Planning, and 3) Provision of Real World Career Exploration Experiences.</td>
</tr>
</tbody>
</table>

| The proposed innovation and how it relates to solving the problem or improving on the current state. First, students need support in making connections. Our project will address the goal of student achievement by creating a school culture where the connection between the students' post- secondary goals and academic performance is apparent and promoted by all members of the school community including businesses. A full-time Career Connection Facilitator (Facilitator) will work with parents, staff, administrators and businesses to help them demonstrate to students the importance of academic achievement in reaching post-secondary goals. The Facilitator will develop a student goal-driven culture where everyone's expectations are for the students to have established post-secondary goals and have a plan to attain them. Decisions made by and for the student will be made in consideration of those goals and the plan to reach them. The Facilitator will bring excitement to this process by sharing with each constituent how using the project contributes to their success in addressing students’ academic achievement. The Facilitator will identify community members to represent their constituency on a Career Connection team. The members of this team will complete train-the-trainer courses which will prepare them to provide the support needed to sustain the student goal-driven culture. Secondly, students will set post-secondary goals and monitor their progress toward achieving them, broaden awareness of career options, use statistics to make informed decisions, communicate with teachers and counselors, and research college and scholarship requirements using Naviance. Naviance is a secure online platform that provides a centralized location to develop and store individual student academic and career plans. This system is provided by the district and connected to district data bases. A Naviance Consultant will provide professional development for all constituents of the school community. Finally, our project will address student achievement by providing real world out of building career related experiences. This strategy is essential to helping students connect their current course work to their post-secondary goals. Depending on grade level, students will visit and volunteer at local businesses. Students who complete the necessary steps in Naviance and meet academic requirements will have an opportunity to intern at local businesses in a career of their choice. A full time Business Relationship Developer will develop the connections between local businesses and Shroder High School. The school's Resource Coordinator, provided by the school district, will maintain and grow those relationships for the following years. |

<table>
<thead>
<tr>
<th>9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)</th>
</tr>
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<tbody>
<tr>
<td>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 briefly describe how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.</td>
</tr>
</tbody>
</table>

- 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.)

| Shroder High School is a team based school with a strong support structure. An instructional leadership team (ILT) composed of grade level team leaders, department chairs, students and administrators work diligently toward continuous improvement at Shroder. Members of this team along with our partners will form our Career Connection Team and guide, monitor and ultimately sustain this project. Student Achievement Goals Career Connection: What's your goal? What's Your Plan? employs 3 strategies to address the lack of motivation effecting student achievement: 1) Development of a Student Goal-Driven Culture, 2) Implementation of Technology-Based Academic and Career Planning, and 3) Provision of Real World Career Exploration Experiences. Development of a Student Goal-Driven Culture Hamilton County Education Service Center will provide a full time Facilitator for one year to develop the implementation plan and provide professional development necessary to all school community members including partners for developing and sustaining the student goal-driven culture. As a result: Long-Term Outcome: A student goal-driven culture is developed and sustained Benchmarks: - 75% of students complete social-emotional assessments - 80% of students will be aware of their academic performance as it relates to GPA, test performance, completion of assignments, and/or attendance - 90% of students will utilize Naviance - 80% of students with established career goals will make progress - 100% of students surveyed will improve on social-emotional assessments - 95% of students will attend school regularly - 75% of students will demonstrate proficiency on state tests in math and reading - 90% of students will... |
be promoted to the next grade level -75% of students will improve GPA -78% of high school seniors will graduate Implementation of Technology-Based Academic and Career Planning Essential to the student goal driven culture is the Implementation of Technology-Based Academic and Career Planning. The district has selected Naviance, a secure online platform that provides a centralized location to develop and store individual student academic and career plans. Hobsons Educational Solutions Company, Naviance parent company, will provide a professional services consultant. This consultant, working closely with the Facilitator, will develop and implement the plan for use at every grade level and by all members of the school community. As a result: Long-Term Outcome: Students understand the association between academic and college/career goal achievement Benchmarks: -65% of students develop a Career Portfolio -75% of students who take the ACT or SAT test will review scores with CC Career Connection Facilitator/Teacher -5% annual increase in number reaching all 4 ACT College Readiness Benchmarks -75% of students will submit a college application Provision of Real World Career Exploration Experiences An essential part of motivation is self-efficacy-believing that it can happen. A full time Business Relationship Developer will be hired for one year to develop the connections between local businesses to provide opportunities for career related experiences for Shroder students. A Resource Coordinator provided through the district will maintain these relationships and match students to work experiences that match their career goals. As a result: Long-Term Outcome: Students pursue post-secondary goals and demonstrate career competency Benchmarks: -10% of high school seniors will complete a job application -50% of students attend program activities including, but not limited to career speaker sessions, field trips, job skills trainings, or volunteer opportunities -30 high school juniors and seniors will complete internship requirements

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

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.)

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
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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 the Supplemental Financial Reporting Metrics (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.
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.

458,673.60 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total project cost is four hundred thirty-six thousand seven hundred thirty-two dollars. The $436,832 budget was devised surrounding the idea that students needed to be knowledgeable about their academic progress and it relates to college and career opportunities. Shroder High School as part of a district initiative has embraced and encourages the use of Naviance college and career readiness solutions that help to connect academic achievement to post-secondary goals, and improve college and career planning for students. Shroder's staff, students and community will use the funding for the grant in the following manner: The funds for the project will come specifically from the grant. A Naviance consultant will be contacted for $65,000 to thoroughly immerse trainers and participants in the Naviance culture. Staff will be provided with professional development for $16,532. Training trainers at a cost of $14,000, substitutes for staff to be released for training for $11,040, supplies $3000, program materials $5000. There are also budgeted funds of $4,000 to provide refreshments to participants and stakeholders as they receive training. There were not any other sources of funding available to finance the project. Ten robots at a cost of $27,850 will be used to provide student offsite with real-time instructions. $5000 for robot maintenance agreement. $55,576 salary, $22,898 fringe benefits, $113,860 HCESC Career Connection Facilitator, $39,703 Innovations evaluator, $19,875 Transportations for the duration of the project. $38,500 for an engagement assessment to assess for motivation. $21,841.60 set a side for a Grant Administrators of salary and fringe benefits.

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 why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

There is no anticipated recurring cost associated to the project once it is up and going. The projected budget identifies the cost of technology (robots), training, and services that will launch Shroder's innovative project. The items detailed in the budget were researched and analyzed to eliminate any recurring cost according to the grants specification. A technology maintenance agreement was added to provide necessary repair to the ten robots for 5 years. Staff salary is fair market according to the district human resources salary table. The services will be provided by the Naviance Consultant, Career Connection Facilitator, and Business Relationship Developer for one year at the stated cost. A train-the-trainer concept is used to provide initial training for stakeholder for ongoing continuity throughout the life of the project. The amount allocated for supplies and program materials is sufficient for the term of this grant.

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.

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

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

n/a

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.

Career Connection: What's your Goal? What's your plan?” provides for a Facilitator to work with the students, parents, staff, and administrators to develop a student goal- driven culture. The Facilitator will conduct workshops and in class coaching. The Facilitator will also develop a user-friendly reference manual. Through this process, a Career Connection team of school community members will be identified to sustain the student-goal driven culture. Every constituent of the school community will be represented. The facilitator will provide train-the-trainer workshops for the team. The counselor will lead this team and consult with the district Career and Technical Education department as needed. The Business Relationship Developer will develop the connections with local businesses for one year and the Resource Coordinator, provided by the district will maintain those connections going forward. We have included funds in the in the budget to accommodate for transportation for the career related experiences for 5 years. The amount budgeted covers a 5 year contract with the evaluator. We have also included a 5 year maintenance agreement for the robots. There are no recurring costs for this project.

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

<table>
<thead>
<tr>
<th>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.</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Enter Implementation Team information by clicking the link below:</td>
</tr>
<tr>
<td>Add Implementation Team</td>
</tr>
</tbody>
</table>

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: August 2014 - October 2014

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


* Anticipated barriers to successful completion of the planning phase

We do not anticipate any barriers; however, any barriers to planning completion would be due to: Delays in hiring program staff- should be minimized due to pool of people available to our partners -Delays in acquiring resources for program implementation - Vendors have indicated delivery within days so we do not anticipate this being a barrier.

**18. Implementation - Process to achieve project goals**

* Date Range: October 2014 - June 2015

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

- October-December Evaluators implement evaluation plan Business Relationship Developer implements plan to develop business relationships Facilitator introduces detailed plan of action at the grade level teams and parent Facilitator provides career connection training to grade level teams Consultant provides training for administrators and support staff Consultant provides Naviance training for students Consultant provides Naviance training for parents Facilitator provide career focused activities to department members and assist teachers in implanting integration into curriculum Teachers assess student readiness for out of building career exploration experience Resource Coordinator matches students to out of building career opportunities based on date from Naviance Staff and eligible students trained to use robots Career Connection Team works with the evaluator to monitor progress and make adjustments Evaluators implement evaluations plan January-May Career Connect Team attends 1st train-the -trainer workshop Eligible students begin out -of -building career related experiences twice weekly Mentor bell teachers review Naviance with their mentor bell students weekly Follow -up trainings for all constituents
**Program Goals (continued)** no anticipated barriers

**Program Goal: Implement Technology-Based Academic and Career Planning**
100% of CC Program staff, teachers and students will receive training on utilizing the Naviance system (measured: Semi-Annually) ? 75% of teachers incorporate student-level goals and needs into their lesson plans (measured: Semi-Annually) ? 50% of program activities will incorporate requirements for college entry and career goal achievement (measured: Semi-Annually) ? 75% of students complete school assignments as required by teachers in the Naviance system (measured: Semi-Annually) ? 65% of students complete career goal/exploration and readiness activities (measured: Semi-Annually) ? 75% of students will complete academic assignments related to career goals (measured: Semi-Annually) ? 70% of students will complete a career interest/reading assessment (measured: Semi-Annually) ? 70% of high school seniors will schedule an ACT or SAT exam (measured: Semi-Annually) ? 65% of students develop a Career Portfolio (measured: Semi-Annually) ? 75% of students who take the ACT or SAT test will review scores with CC Career Connection Facilitator/Teacher (measured: Semi-Annually) ? 75% of students will submit a college application (measured: Semi-Annually) Program Goal: Provide Real World Career Exploration Experiences ? 50% of students attend program activities including, but not limited to career speaker sessions, field trips, job skills trainings, or volunteer opportunities (measured: Semi-Annually) ? 10 high school seniors will complete internship requirements (measured: Annually) ? 90% of students who submitted a college application will receive a response (measured: Annually) ? 30 high school seniors will complete internship placement (measured: Annually) ? 10% of high school seniors will complete a job application (measured: Annually)

**Career Goal: Implement Technology-Based Academic and Career Planning**
100% of CC Program staff, teachers and students will receive training on utilizing the Naviance system (measured: Semi-Annually) ? 75% of teachers incorporate student-level goals and needs into their lesson plans (measured: Semi-Annually) ? 50% of program activities will incorporate requirements for college entry and career goal achievement (measured: Semi-Annually) ? 75% of students complete school assignments as required by teachers in the Naviance system (measured: Semi-Annually) ? 65% of students complete career goal/exploration and readiness activities (measured: Semi-Annually) ? 75% of students will complete academic assignments related to career goals (measured: Semi-Annually) ? 70% of students will complete a career interest/reading assessment (measured: Semi-Annually) ? 70% of high school seniors will schedule an ACT or SAT exam (measured: Semi-Annually) ? 65% of students develop a Career Portfolio (measured: Semi-Annually) ? 75% of students who take the ACT or SAT test will review scores with CC Career Connection Facilitator/Teacher (measured: Semi-Annually) ? 75% of students will submit a college application (measured: Semi-Annually) Program Goal: Provide Real World Career Exploration Experiences ? 50% of students attend program activities including, but not limited to career speaker sessions, field trips, job skills trainings, or volunteer opportunities (measured: Semi-Annually) ? 10 high school seniors will complete internship requirements (measured: Annually) ? 90% of students who submitted a college application will receive a response (measured: Annually) ? 30 high school seniors will complete internship placement (measured: Annually) ? 10% of high school seniors will complete a job application (measured: Annually)

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:

"Career Connection: What’s Your Goal? What’s Your Plan?" will result in a cultural change for our school. Currently the quest for high test scores and high grade point averages drive instruction. Students recognize this, and their motivation and interest is low. Once we have created a student-goal-driven culture, students will know that helping them reach their personal post-secondary goal is our primary focus. Since the lessons will focus on their interests, students will become more personally invested in their education. They will recognize that the lessons being provided in the classroom are related to their personal post-secondary goals. Our career and college readiness process will begin immediately when the student registers at our school. Teachers will have access to their students’ post-secondary goals and will use them to drive instruction. When developing lesson plans, teachers will connect the curriculum to their students’ career goals. Students will be motivated to excel because of the relevance of the instruction. The students’ increased enthusiasm and involvement will allow the teachers to...
spend more time on instruction and less time on non-instructional issues. As a result of increased student involvement and ownership, test scores and grade point averages will rise. In addition, the time spent on our college and career administrative processes will be greatly reduced. Much of the information our counselor needs to know about the student to effectively provide post-secondary guidance will be readily available through Naviance. This will make counselor-student meetings more productive. Our counselor will now have time to begin this process in the initial stages of the student's high school career. This process will be supported by all adults in the school community. Each adult will interact with students with the students' post-secondary goals in mind. "What's your goal? What's your plan?" The provision of real world career exploration experiences will require some adjustments to the classroom. In order to accommodate the flexibility needed to meet the business needs, students may need to attend their internships during class time. We have included robots in our budget that will allow students to attend their class from a remote location should their internship assignment prohibit returning to school in time for class. This state of the art technology will facilitate building relationships with businesses.

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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

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.

James Marshall Crotty business education contributor for Forbes magazine indicates in his article "Motivation Matters: 40% Of High School Students Chronically Disengaged From School" that according to the Center of Education and Policy at the George Washington University "Students who are bored or inattentive or who put little effort to schoolwork are unlikely to benefit from better standards, curriculum, and instruction unless schools, teachers, and parents take steps to address their lack of motivation" "Moreover, school programs that try to motivate students by focusing on the goal of attending college or paying for their college tuition are more motivating if they immerse students in a "college-going culture" rather than just encouraging them to aspire to college and promising scholarships for tuition. This immersion approach includes providing academic, social and other supports, making clear why college was important, and outlining a path to get there."

This research supports why developing the student goal-driven culture as outline our innovative project Career Connection: What's Your Goal? What's Your Plan? is essential to student achievement. In addition you will find examples of student achievement at schools throughout the country that implemented technology based career planning using Naviance. Clear Creek ISD (TX): In two years of using Naviance, a school in Clear Creek reported an increase in students attending college from 53% to 62%. They credit Naviance with impacting their ability to communicate with students and parents about the importance of pursuing higher education. Minneapolis Public Schools: The number of students with a post-secondary career plan has increased by 30% in two years. Jefferson Davis High School (TX): 89% poverty rate, 100% college application and acceptance rate Lee High School (TX): Used Naviance to increase student engagement and interest in post-secondary plans. Students at the school average 26 visits to Naviance per student per year to discover college and career paths. High Tech High: Use Naviance to monitor student progress and intervene when students are falling off track. The Jefferson County Public Schools talks about the creation of an Individual Career Plan for each student. Naviance has allowed them to make the career plan customizable for every student, increasing student interest and motivation. They also talk about how teachers/administrators can assign tasks to students Boothbay High School experienced an increase in college application rates, focus on career, and how Naviance has provided their staff and students with easier management of info.

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.

Monica Mitchell, PhD Professor of Pediatrics Co-Director, INNOVATIONS in Community Research and Program Evaluation Cincinnati Children's Hospital Medical Center 3333 Burnet Avenue, MLC 8700 Cincinnati, OH 45229 (513) 636-3375 monica.mitchell@cchmc.org

Evaluation will be internal and external

* 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 Career Connection: What is your goal? What is your plan? Project (CC) is unique in program design and approach in that it aims to connect student self-motivation with academic achievement and college/career success. To demonstrate the effectiveness and impact of the program goals on student development over the course of the 5 year grant timeline, the evaluation plan will include conventional and non-conventional, web-based evaluative processes to assess 1) Development of a Student Goal-Driven Culture, 2) Implementation of Technology-Based Academic and Career Planning, and 3) Provision of Real World Career Exploration Experiences. At the program level, summative and formative data will be collected to determine the effectiveness of program implementation and impact on student academic and career goal achievement. Input will be received from CC Program staff, school administration, teachers, students, parents and community partners with whom the program has developed. During the first quarter of programming, program-level data that will be collected include training participation, system utilization, partnership development, and program activities. Career Connection Team Meetings, a
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.

"Career Connection: What's your Goal? What's your Plan?" will allow students to develop their personalized success plans. Knowing that the school culture is focused on their plans will make students feel valued and empowered as they implement these self-directed plans. Through the process of developing the plans the students will strengthen their critical thinking and decision making skills. Since students will be taking learning assessments and surveys, teachers and counselors will be able to better understand their students learning needs and will be able to alter their teaching style to meet the learning needs and interests of the students. Having a student-goal driven culture in our school will allow students to have college and career awareness in younger grades. Students need to know what it takes to get into that "dream school" as early as seventh grade so that they can make sure they are taking the necessary steps to get there. Students will be able to set personal and career goals earlier. When students recognize their selected post-secondary goal requires a high grade point average pay more attention in class and complete assignments Seniors will be ready and able to fill out college applications in the fall of their senior year. All the information they need to research and apply to colleges will be in Naviance. Students will already know their career goals by their Senior year, so searching for colleges will be much easier. The process will be streamlined and all information will be centralized and easily communicated to adults. The early start, monitoring and ease of process will make it more likely the students reach their 1st choice post-secondary goal. We provide test preparation and intervention for all state and college entrance exams. This intervention occurs both during the school day and after school. Currently the motivation to take the in school intervention seriously and to attend the afterschool sessions is low. When students recognize their selected post-secondary goal requires success on these tests, students will seek intervention to help them succeed. All staff will be trained to perform their role in a manner that supports the student-goal driven culture. The Facilitator will work with the counselor to develop a Career Connection team of school community members to sustain the student-goal-driven culture after the grant period. Every constituent of the school community will be represented. The Facilitator will provide train-the-trainer workshops for the team. The counselor will lead this team and consult with our Career and Technical Education department as needed. Our students will be better prepared for the workforce due to our real world career exploration experiences. Students will complete the process to be prepared to have function in the workforce.

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.

* Student Achievement

Program Goal: Develop a Goal-Driven Culture Long-Term Outcome: A student goal-driven culture is developed and sustained Benchmarks and Data Collected: -90% of students will utilize Naviance (data source: Naviance, measured: Semi-Annually) -80% of students with established career goals will make progress (data source: Naviance, measured: Semi-Annually) -75% of students will demonstrate proficiency on OAA/OGT tests in math and reading (data source: Naviance and Cincinnati Public Schools, measured: Semi-Annually) -90% of students will grade GPA (data source: Naviance and Cincinnati Public Schools, measured: Quarterly) -78% of high school seniors will graduate (data source: Naviance and Cincinnati Public Schools, measured: Semi-Annually)

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom
Implementation of a shared services delivery model

Other Anticipated Outcomes

Program Goal: Implement Technology-Based Academic and Career Planning Long-Term Outcome: Students understand the association between academic and college/career goal achievement Benchmarks and Data Collected: -65% of students who take the ACT or SAT test will review scores with CC Career Connection Facilitator/Teacher (data source: CC Case Management Records; Naviance, measured: Semi-Annually) -75% of students who submit a college application (data source: CC Case Management Records; Naviance, measured: Semi-Annually) Program Goal: Provide Real World Career Exploration Experiences Long-Term Outcome: Students pursue post-secondary goals and demonstrate career competency Benchmarks and Data Collected: -90% of students who submitted a college application will receive a response (data source: CC Case Management Records; Naviance, measured: Annually) -30 high school junior and seniors will complete internship placement (data source: CC Case Management Records; Naviance, measured: Annually) -10% of high school seniors will complete a job application (data source: CC Case Management Records; Naviance, measured: Annually)

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

"Career Connection: What's your goal? What's your plan?" can be viewed as a model for Ohio in developing a student-goal-driven culture. Ohio has not yet adopted the policy of requiring each student to develop personalized learning plans. The successful implementation and results of this project may provide enough data to support adopting that policy. The facilitator will develop an implementation manual that can be shared with other schools in this district and other districts. Furthermore our career connection team which will be comprised of students, parents, teachers, support staff and administrators would be available to consult with those districts wishing to develop a student-goal-driven culture. The college and career readiness software used in this project is available nationally and can be used wherever there is internet. Implementation of "Career Connection: What's your goal? What's your plan?" would be the first step in our overall post-secondary readiness plan. This project creates an environment where the school community can embrace out-of-building career related experiences for students. These real life experiences will be based on the students' success plans and will allow students to apply their academic learning in settings that meet their goals. Local businesses and community organizations will provide opportunities for students to acquire workplace skills and would benefit from students interning at their locations. Use of robots to allow flexibility in out of building experiences once successful could be duplicated in any district and our Career Connection will be willing to share lessons learned.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree, Larry Williams, Principal Shroder High School 04/18/2014
### Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul</td>
<td>Smith</td>
<td>513-526-2875</td>
<td><a href="mailto:paul.smith@hcesc.org">paul.smith@hcesc.org</a></td>
<td>Hamilton County ESC</td>
<td></td>
<td>11083 Hamilton Avenue, Cincinnati, Ohio, 45231</td>
</tr>
<tr>
<td>Amy</td>
<td>McDonald</td>
<td>513.766.7117</td>
<td><a href="mailto:amy.mcdonald@hobsons.com">amy.mcdonald@hobsons.com</a></td>
<td>Consultant, K12 Professional Services</td>
<td>Hobsons</td>
<td>50 E Business Way Suite 300, Cincinnati, Ohio, 45241</td>
</tr>
<tr>
<td>Monica</td>
<td>Mitchell, PhD</td>
<td>(513) 636-3375</td>
<td><a href="mailto:monica.mitchell@cchmc.org">monica.mitchell@cchmc.org</a></td>
<td>Cincinnati Children's Hospital Medical Center</td>
<td></td>
<td>3333 Burnet Avenue, MLC 8700, Cincinnati, Ohio, 45229</td>
</tr>
<tr>
<td>Maurice</td>
<td>Huey</td>
<td>513.363.5200</td>
<td><a href="mailto:mhuey@cycyouth.org">mhuey@cycyouth.org</a></td>
<td>Cincinnati Youth Collaborative</td>
<td></td>
<td>301 Oak Street, Cincinnati, Ohio, 45219</td>
</tr>
<tr>
<td>Cody</td>
<td>Heitschmidt</td>
<td>620-727-6530</td>
<td>none listed</td>
<td>ESSDACK</td>
<td></td>
<td>1500 E. 11th Ave. Suite 200, Hutchinson, KS, 67501</td>
</tr>
</tbody>
</table>
### Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul</td>
<td>Smith</td>
<td>Hamilton County ESC</td>
<td>Paul will assist Shroder High School in finding the facilitator/coach that has the necessary background that will lead to a successful implementation of this grant. The facilitator will be a full-time part of Shroder school. The responsibility of the individual will be as a Career Connections Facilitator and will fulfill the job description that is articulated in the grant proposal. The Career Connection Facilitator will partner with staff, students, parents, counselors and administration to align resources to accomplish the goals of the project. The facilitator will keep data on the progress of project. The facilitator will develop systems within Shroder High School that will support the continuation of the project beyond the life of the grant.</td>
<td>Paul has 30 years of experience in education, with an Educational Specialist degree in educational leadership.</td>
<td>Hamilton County Educational Service Center (HCESC) has been providing quality facilitator/coaches for Cincinnati Public Schools for the past ten years. Partnering with CPS, HCESC has been proud to be a part of increased student achievement in some of CPS's most at risk schools. HCESC is embedded in the culture of CPS. Facilitator/Coaches have worked closely with high schools for the past five years in addressing the issues that this project proposes. HCESC has facilitators that have experience in career counseling and masters in counseling that would meet the qualifications of attaining the goals of the grant. Paul Smith is the lead administrator consultant for HCESC that supervises the facilitator/coaches that are presently working within CPS.</td>
<td></td>
</tr>
<tr>
<td>Maurice</td>
<td>Huey</td>
<td>Chief Program Manager</td>
<td>Provide support for implementation of Naviance and the development of the Student Goal-Driven culture. Also will assist the Business Relationship Developer in connecting with local businesses. For over 30 years CYC has made a significant difference in the lives of vulnerable young people in 1st grade through college by providing a range of services designed to keep kids in school, prepared for college and career, and on the pathway to success.</td>
<td>For over 30 years CYC has made a significant difference in the lives of vulnerable young people in 1st grade through college by providing a range of services designed to keep kids in school, prepared for college and career, and on the pathway to success.</td>
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<td></td>
</tr>
<tr>
<td>Amy</td>
<td>McDonald</td>
<td>Consultant, K12 Professional Services</td>
<td>Assist with implementing Naviance. The consultant will build implementation and professional development plans, assist with importing new data and prepare import files for automation, and design custom surveys and reports. The consultant will provide strategic guidance as well as tactical, hands-on support to augment the implementation and provide guidance through all stages of implementation.</td>
<td>None listed</td>
<td>The consultant has successfully consulted and implemented Naviance program with Cleveland Public Schools, Lakota Local School District, Springfield City Public Schools, Columbus City Schools, South-Western City School District.</td>
<td></td>
</tr>
<tr>
<td>Monica</td>
<td>Mitchell, PhD</td>
<td>Cincinnati Children's Hospital Medical</td>
<td>INNOVATIONS in Community Research and Program Evaluation, a community-collaborative program evaluation and consulting program</td>
<td>PhD, Professor of Pediatrics</td>
<td>Dr. Mitchell has worked as an independent evaluator in consultation with Talbert House and Cincinnati Public Schools for more</td>
<td></td>
</tr>
</tbody>
</table>
within Cincinnati Children's Hospital Medical Center, will serve as the third party (external) evaluator to assess the performance of the Career Connection (CC) Program. The CC program evaluation plan will be conducted by Monica Mitchell, PhD, Professor of Pediatrics an Independent Evaluator at Cincinnati Children's Hospital Medical Center. Dr. Mitchell has worked as an independent evaluator in consultation with Talbert House and Cincinnati Public Schools for more than eight years. This independent evaluation allows for the agency and CPS schools to receive an objective and thorough assessment of the effectiveness of program services based on a logic-model of evaluation of short, intermediate, and long-term outcomes.