

Budget

Deer Park Community City (043851) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (180)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
<b>Instruction</b>		0.00	0.00	0.00	219,000.00	45,000.00	0.00	264,000.00
<b>Support Services</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Governance/Admin</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Prof Development</b>		0.00	0.00	50,000.00	0.00	0.00	0.00	50,000.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	200,000.00	0.00	100,000.00	0.00	300,000.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		0.00	0.00	250,000.00	219,000.00	145,000.00	0.00	614,000.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-614,000.00

Application

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**Please respond to the prompts or questions in the areas listed below in a narrative form.**

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Deer Park Career Academies

2. Executive summary: Please limit your responses to no more than three sentences.

To enhance the 21st century relevance of its curriculum significantly, Deer Park Community City Schools is building and adding to the electives available to its 7th through 12th grade students with a new, innovative portfolio of career pathways-aligned elective courses called "Deer Park Career Academies." Comprised of a 101-, 201-, and 301-level courses, each career academy will align with a specific, high-demand career pathway such as entrepreneurship, digital instructional design, engineering, construction project management, health informatics, web design, cybersecurity, biotechnology, music technology and culinary arts, with each academy led by specially trained teachers and industry subject matter experts. Deer Park Junior/Senior High School will completely renovate and convert the building's lower level to state-of-the-art learning spaces with the newest technology and modular furnishings, which will support this new initiative and turn the district into a leading educational innovation laboratory and a model for career pathways education that the region, state, and nation can leverage.

*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.*

360 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:

- |  |  |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten  |
| <input type="checkbox"/> 1                       | <input type="checkbox"/> 2             |
| <input type="checkbox"/> 3                       | <input type="checkbox"/> 4             |
| <input type="checkbox"/> 5                       | <input type="checkbox"/> 6             |
| <input checked="" type="checkbox"/> 7            | <input checked="" type="checkbox"/> 8  |
| <input checked="" type="checkbox"/> 9            | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11           | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant  
Jay Phillips

Organizational name of lead applicant  
Deer Park Community City School District

Address of lead applicant  
4131 Matson Ave.

Phone Number of lead applicant  
5138910222

Email Address of lead applicant  
phillips.j@dpcsd.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

Career relevance is a universal problem that school districts around the country are attempting to address. Students in the U.S. are woefully behind many nations around the world in their ability to compete in a global marketplace. Not only are many students far behind other countries and cultures in math and science, but the cost of closing the "skills gap" that ensures employment for students after high school ranges from daunting to untenable for many U.S. families. Deer Park Community City Schools shares these problems as it struggles to help its constituent families create a 21st century relevant and prosperous future for its children.

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

The Deer Park Community City Schools serve approximately 600 students per year in grades 7 through 12, with more than 65% from blue-collar families with an average household annual income of \$52,003 or less. More than 80% of the children will be first-generation college attendees, and 75% come from households where the primary breadwinner is a self-employed trades/craftsperson. Creating clear, viable, articulated career pathways for the students of Deer Park families is the best way for our district to support the goals and dreams of our parents for their children. In an effort to bring relevant 21st century career education to our high school and junior high school students, Deer Park Community City Schools has launched a new initiative called "Deer Park Career Academies." Supplementing such traditional electives offerings available to students as music and art, this innovative curriculum-expanding program will offer to Deer Park 7th- through 12th-grade students a new portfolio of electives targeted at specific, high-demand career pathways. Beginning with two career academies in August 2014, and expanding the academy offerings each year, Deer Park students will be able to select courses in career pathways such as entrepreneurship, digital instructional design, engineering, construction project management, health informatics, web design, cybersecurity, biotechnology, culinary arts, and more. This innovative approach to career readiness is being designed by Deer Park professional staff in conjunction with subject matter expert consultants from TIER1 Performance Solutions, industry representatives, and university partners. Each career academy will be comprised of three developmental levels - a 101-, 201-, and 301-level 10-week course, each paired with a second 10 weeks focused on development of professionalism, soft skills, and technology competence. A student will be able to choose between multiple consecutive 101-level courses in order to survey the career opportunities landscape. Alternatively, a particularly focused student can elect to progress through the three course levels of a single career academy, reaching and achieving an industry certification and dual credit at a local college or university through articulation agreements with Deer Park Community City Schools by completing the 301-level course. This will not only accelerate the pace at which a student is able to receive the necessary professional training to enter the job market, but will also significantly decrease the cost of a post-secondary professional education for that student's family. The offered career academies will feature project-based, inquiry-based experiential instruction. A specially trained, certified classroom teacher, supplemented by guest lecturers each week from local employers in that field, will facilitate each career academy curriculum. Included in each academy's schedule, students will shadow pertinent professionals and encounter the professional community through visits to local and relevant businesses and organizations. A team of Deer Park professionals and consultants will design and build the courses within each academy. The team will leverage existing content and best practices from the available career pathways education body of knowledge, feature new and innovative experiential strategies that the Deer Park Career Academies will cultivate, and then make it available to educators in other school districts around the State. Career academy courses will progress from "survey" 101-level as a prerequisite to "intermediate" 201-level, which serves as a prerequisite for the "advanced" 301-level in any career domain..

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.)

Deer Park Community City Schools expects student achievement in math, science, language arts, technology, and social studies to improve as a direct and indirect byproduct of the "life relevance" imposed by the Deer Park Career Academies strategy. The academies will give students in grades 7 through 12 the opportunity to apply the skills, concepts, philosophies, and perspectives taught in their traditional classes and curricula, and then utilize these skills for real-world problem solving. The application of collaborative methodologies in the career academies will cultivate not only competence, but also confidence in each of participating students at all grade levels. Role models from the partnering participating employers will bring real-world mentors into the learning experiences as well as provide the students with benchmarks for performance beyond normal classroom metrics. As the Deer Park Career Academies strategy answers the ever-repeated student question - "Why do we need to know this?" - the classes will motivate the students to take learning risks, thus increasing their autonomy and stretching their responses to challenges beyond the least effort needed and toward new levels of creativity, entrepreneurship,

and critical thinking. It is reasonable to expect these increases in student engagement and confidence will show up as improvements in the test scores and metrics that measure student achievement.

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.)

Deer Park Community School District is expecting to reduce spending in the area of staffing. The current Industrial Arts teacher is retiring after 42 years. We will be using the money spent on his salary, benefits, program costs, and supplies and redirecting those funds towards contracting with a design consultant (for the first two years) and industry subject matter experts to design and facilitate our academies. The annual salary, benefits, program costs, and supplies of our Industrial Arts program totaled \$62,305. The cost of our consultant will be \$30,000 (for the first two years & \$0 for the last three) and we are allocating \$22,000 per year for industry subject matter experts. This leads to a \$10,305 reduction in expenditures per year for the first two years and a reduction of \$40,305 in expenditures per year for the last three years. The total five-year savings for the project will be \$141,525.

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.*

*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.

614,000.00 State the total project cost.

\* Provide a brief narrative explanation of the overall budget.

TOTAL PROJECT BUDGET: \$614,000 Building Improvements \$300,000 \* HVAC \$90,000 \* Flooring \$20,000 \* Lighting \$15,000 \* Electric \$40,000 \* Interior (walls) \$10,000 \* Entry/Foyer \$15,000 \* Wiring/Cabling \$30,000 \* Plumbing \$40,000 \* Showcase room \$40,000 Capital Expenditures \$218,000 \* Computers - \$65,000 \* Servers \$15,000 \* Monitors \$8,000 \* Switches/hubs/routers/wireless \$25,000 \* Smart boards \$20,000 \* Furniture (desks, chairs, modular items) \$75,000 \* AV Equipment (projector, flat screen) \$10,000 Operating Expenditures \$46,000\* Software licenses \$36,000 (5-year agreement, no ongoing costs) \* Curriculum supplies \$10,000 (\$2k/yr for 5 years) Professional development \$50,000 (5-year agreement, no ongoing costs) Staffing: Restructuring current elective faculty for the FTE's below - no ongoing cost \* Faculty 1 FTE (year 1 - FY15) \* Faculty 1.5 FTE (year 2 - FY16) \* Faculty 2 FTE (year 3 - FY17) \* Faculty 2.5 FTE (year 4 - FY18) \* Faculty 3 FTE (year 5 - FY19) \* Faculty 3.5 FTE (year 6 - FY20)

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.

Yes. Ongoing maintenance costs for the project will include \$30k per year for two years for the design consultant, and \$22k per year for five years for industry subject matter experts, totaling \$170k over five years. All other operating costs associated with the project have been front-loaded and are included in the grant request for \$614,000.

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

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.*

141,525.00 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

The identified savings are the result of the difference between prior salary (0.7 FTE) and expenses of the industrial arts program that will be discontinued (\$311,525) and the new career academies program consultant and industry subject matter expert costs (\$170,000). The anticipated five year savings for the project is \$141,525.

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 costs associated with sustaining this project are covered by the money saved in the discontinuation of the industrial arts program at Deer Park Jr/Sr High School, with a net savings of \$141,525 over five years. Other operating costs are being front loaded and funded by the grant via multi-year arrangements. Ongoing professional development will be funded using a train-the-trainer strategy and by including the necessary training as part of the normal professional development budget for the district.

#### 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 December 2013 - April 15th, 2014

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

o Curriculum design for the first two planned career academies - "Entrepreneurship Academy" and "Digital Instructional Design Academy" o Lesson plan creation for levels 101- and 201 courses for each academy o Recruiting of industry subject matter experts (SMEs) o Hiring of faculty to implement/facilitate the first two academies (1 FTE) o Staff training and orientation o Acquiring of necessary building permits for construction/remodeling o Construction and remodeling of the educational space to be utilized o Procurement of equipment, furniture, software, supplies

\* Anticipated barriers to successful completion of the planning phase

o Securing of necessary funding o Securing of necessary building permits

18. Implementation - Process to achieve project goals

\* Date Range August 2014 - June 2015

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

o Registration of students for initial two career academies o Scheduling of recruited industry/professional subject matter experts (SMEs) o Coordination of content development with SMEs o Launch and implementation of 10-week 101- level courses at 3 maturity levels (7th/8th graders, 9th/10th graders, 11th/12th graders) o Launch and implementation of 10-week soft skills 101-level curriculum

\* Anticipated barriers to successful completion of the implementation phase.

None

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

\* Date Range May 2015 - July 2015

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

o Survey creation, data collection, data analysis, summarization, reporting, including: - Course-level self-evaluations with implementing faculty, other faculty, administrators - Student evaluations/feedback surveys - Family/community feedback surveys

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

o Access to teachers and students after the school year has ended

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:

As a result of the implementation of the Deer Park Career Academies program, Deer Park Schools expects a positive reaction from the Deer Park faculty who teach traditional courses. Deer Park will provide these teachers with real-world applications of their lesson plans, making the general approach to "relevance" significantly heightened. Because the Deer Park Career Academies offerings will be of uniquely high value, the district expects the development of a "distance-learning" strategy that will allow Deer Park Career Academies to share courses with other participants and community constituents outside Deer Park Junior/Senior High School. Adult learners, non-traditional college students, and displaced workers in the Deer Park community may be invited participants in the content of Deer Park Career Academies, particularly after a distance-learning platform has been added to Deer Park.

**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.

Not only have extensive research and case studies proven the need for life-relevant, career pathways educational experiences and programs, but also for the immediate and long-term impacts of implementing these programs in communities around the nation. Since the early 2000s, researchers and educators have touted the "career academies" strategy as the innovation of choice. "Career Academies: Impact on Labor Market Outcomes and Educational Attainment" by J. Kemple and J. Scott-Clayton documented that "investments in career-related experiences during high school can produce substantial and sustained improvements in the employment prospects of students during their postsecondary years." In 2013, the Department of Labor circulated "Career Academies - Long-term Impacts on Labor Market Outcomes, Educational Attainment, and Transitions to Adulthood" by James J. Kemple as the substantiation for the strategies expected. The Department of Labor went on to award \$100M in Youth CareerConnect grants to consortia and school districts around the U.S. Connecting a high school student to a career pathway through a facilitated career academy is a powerful strategy. Not only do the academies ensure the student gains the market-relevant skills and perspective needed to succeed in the 21st century marketplace, but it also imparts on the student the very reasons, rationale, and motivation to stay in school, graduate, go on to additional postsecondary educational experiences, and thrive as a successful, working citizen in this economy.

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.

Participating staff and faculty, administrators, students, parents of participating students, participating industry subject matter experts, and participating university faculty and staff will conduct regular evaluations of the Deer Park Career Academies' stated goals of the program's effectiveness and achievements. Ensuring such regular evaluations is the responsibility of the Director, Deer Park Career Academies - Mr. Doug Arthur - as a deliverable to the Deer Park Community City Schools - Mr. Jeff Langdon.

\* 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 data to be collected includes both quantitative and qualitative results demonstrated by the students as they participate in the hands-on, experiential activities of each career academy. Technical skills and soft skills acquired and enhanced through the career academy process will be measured empirically through performance of students on assigned projects and examinations. Feedback on the impacts achieved from the experiences in the courses will be collected through surveys and assigned essays and writing assignments.

\* 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 project team will meet monthly to review the ongoing progress of the program design, implementation, and follow-through. Modifications to the project plan required because key performance indicators are not being met will be proposed and implemented by the project team on a month-to-month ongoing basis, under the supervision of the Superintendent.

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.

The expectations of the Deer Park Career Academies is to provide a level of "life relevance" to the students of Deer Park Community City Schools that will have significant lasting impact on each of the program's participants. Students will be able to explore career options through the various career academies offered by Deer Park and, in the process, better define what they want to do with their lives as well as what they do not want to do. Exposure at the 101- survey level to a career pathway will have significant impact on the understanding and awareness each participating student can draw upon as they consider their career options after high school. Offering "dual credit" at local universities and colleges when a student completes the 301-level of a Deer Park Career Academy will provide that student's family with significant cost savings as they consider the investment in postsecondary education.

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**

As a result of the Deer Park Career Academies program, the improvements expected against standard benchmarks include increased employment after graduation from high school for those choosing to immediately enter the workforce, increased participation in local employer internships over the summer and during the school year, increased acceptance at 2-year and 4-year institutions after graduation, increased participation in dual-enrollment programs offering college credit for qualified high school classes, improved retention and decreased high school dropout rate from students, improved performance on standardized tests, including ACT and SAT. Prior to implementing the career academies program, we will establish clear historical values for each of these metrics serving as benchmarks for program success. As a result of the Deer Park Career Academies, the school district looks forward to enhanced and improved relationships with each of the local employers participating in the program. This will generate more opportunities for mentor/mentee relationship, internships, grants funded by local employers, and a more engaged dialogue with the local colleges and universities.

**\* Spending Reduction in the five-year fiscal forecast**

Deer Park Community City School District will not be rehiring their Industrial Arts teacher, a 0.7 FTE, with salaries and benefits of \$62,307 per year. The total of this expenditure would have equaled \$311,535. Instead, Deer Park will utilize these funds to procure the services of a design consultant (2 years) at \$30k per year, and industry subject matter experts (5 years) with an annual budget of \$22k, totaling \$170k. The net spending reduction as a result of this modification is \$141, 535 over 5 years.

**\* Utilization of a greater share of resources in the classroom**

**\* Implementation of a shared services delivery model**

**\* Other Anticipated Outcomes**

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**

Other districts throughout Ohio would be able to implement the 10-week 101-, 201-, and 301-level courses that comprise a career academies technical track or its 10-week soft skills courses by hiring and training appropriate staff to implement the desired programs. The design, cultivation, and implementation of the Deer Park Career Academies course electives will serve as a model for career pathways education in any district with a desire to build the local relationships with industry professionals/subject matter experts as well as local employers who can actively participate in the programming. Deer Park professionals and consultants will be available to support other school districts who want to implement the Deer Park Career Academies model in their own districts.

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).

Jeffrey W. Langdon, Superintendent, Deer Park Community City School District Terri Morrissey, Board of Education President, Deer Park Community City School District

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**Consortium Contacts**

No consortium contacts added yet. Please add a new consortium contact using the form below.

## Partnerships

Deer Park Community City (043851) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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## Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Doug	Arthur	513-378-2172	d.arthur@tier1performance.com	TiER1 Performance Solutions		100 E. Rivercenter Blvd., Suite 100, , Covington, Kentucky, 41011	
Sean	Kelley	513-579-3123	sean@competitiveworkforce.com	Partners for a Competitive Workforce		2400 Reading Rd., , Cincinnati, Ohio, 45202	
Dean	Kuroff	919-434-1093	kuroff@us.ibm.com	IBM Corporation		4600 McAuley Pl., Suite 200, , Cincinnati, Ohio, 45242	
Jim	Scott	513-556-5635	jim.scott@interalliance.org	The INTERalliance of Greater Cincinnati		PO Box 43184, , Cincinnati, Ohio, 45243	
Kathie	Maynard	513-556-2023	kathie.maynard@uc.edu	University of Cincinnati		511 Teachers College, PO Box 210022, Cincinnati, Ohio, 45221	

Implementation Team

Deer Park Community City (043851) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Jeff	Langdon	Superintendent	Mr. Langdon will be responsible for overseeing project planning, implementation, and evaluation.	Mr. Langdon has a BA in Elementary Education and an MA in School Administration. His undergrad degree was earned from the College of Mount Saint Joseph and his graduate degree was earned from Xavier University. Mr. Langdon currently holds an Ohio teaching license (grades 1 - 8), a principal's license, an assistant superintendent's license, and a superintendent's license. He works extensively within the region with our local colleges and universities such as The University of Cincinnati, Xavier University, Cincinnati State, Northern Kentucky University, and The College of Mount Saint Joseph.	Mr. Langdon has been in education for over 20 years. Mr. Langdon has extensive experience with administering federal, state, and local grant dollars. Examples of these grants include a \$600,000 International Studies Schools Network grant, Ellis I Straight A Grant, and a USGA grant.	
Doug	Arthur	Director, Deer Park Career Academies	Responsible for program, curriculum and lesson plan design, coordination with DPCCS administration, oversight and management of facilitating faculty members, training and professional development of DPCCS faculty and staff.	Bachelors of Science, Education, Lebanon Valley College, Annville, PA; graduate studies in education and educational design, Towson University, Baltimore, MD; Regis University, Denver, CO.	35 years experience in curriculum and educational program design, co-founder/designer of non-profits, community engagement initiatives, and in-school programs connecting students with employers and related critical-thinking/experiential education via high school experiences, including TweenPlace Alliance, LLC (Cincinnati, OH); The INTERalliance of Greater Cincinnati (Cincinnati, OH), Lasallian Scholars Institute, La Salle High School (Cincinnati, OH), Northeast Indiana Tech Coalition (Fort Wayne, IN), Get I.T. Here Network of the RITE Board (Cleveland/Akron, OH), LINK San Diego (San Diego, CA)	
Sean	Kelley	Director of Talent Pipeline Initiative at Partners For a Competitive Workforce	Sean will be responsible for assisting Deer Park's leadership team in connecting and building relationships with the business community. Sean will also be responsible for helping to establish common goals, reviewing data to measure effectiveness, coordinating efforts between all parties involved, and aligning resources.	Director of Talent Pipeline InitiativePartners for a Competitive Workforce Director of External Relations The Health Collaborative District Field Director U.S. House of Representatives Bachelor of Arts, English Miami University	Sean's partnerships span across Ohio, Kentucky, and Indiana focused on meeting employer demand by growing the skills of our current and future workforce. Sean works closely with workforce investment boards, chambers of commerce, educational institutions, labor, service providers, and philanthropic funders. Sean's passion is specifically aimed at providing meaningful career-based experiences for students in grades 4 - 12 that engage and prepare them for success in college, career, and life.	

Jay	Phillips	Director of Secondary Curriculum	Jay will be responsible for overseeing the development and implementation of the curriculum, the professional development of Deer Park staff, and the evaluation of the project.	Bachelor of Science in Middle Childhood Education, College of Mount Saint Joseph. Masters of Arts in Educational Administration from Ball State University. Graduate studies in eLearning at Xavier University in Cincinnati, OH. and Superintendent course work at Miami University in Oxford, OH.	Mr. Phillips has been in education for over 10 years. Mr. Phillips has extensive experience with administering federal, state, and local grant dollars. Mr. Phillips helped to manage and implement a \$600k International Studies Schools Network grant through the Asia Society as well as a first round Straight A grant called Ellis I.	
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