

Budget

Finneytown Local (047332) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (79)

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>		15,000.00	2,400.00	0.00	83,750.00	92,315.00	0.00	193,465.00
<b>Support Services</b>		0.00	0.00	203,000.00	5,000.00	5,000.00	0.00	213,000.00
<b>Governance/Admin</b>		0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
<b>Prof Development</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<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	0.00	0.00	0.00	0.00	0.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		15,000.00	2,400.00	203,000.00	93,750.00	97,315.00	0.00	411,465.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-411,465.00

Application

Finneytown Local (047332) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (79)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:

Finneytown Fast Track College and Career Success

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

A Cincinnati-area school district, in partnership with a higher education institution, Cincinnati Partners for a Competitive Workforce and a national school designer, propose an aggressive initiative to improve the achievement of their most challenged students and begin to fill gaps in Cincinnati's local workforce needs. The school district has a persistent percentage (from 40%-60%) of students who are not motivated to pursue higher education, nor do they have the requisite skills or specific plans to transition into well-paying 21st century careers. Called the "Finneytown Fast Track College and Career Success," this partnership brings the Early College concept to Cincinnati (the only major Ohio city without this innovation); expands upon the achievements of Ohio's existing Early College High Schools; infuses STEM career pathways, stackable certificates and blended learning tools into a rigorous, well-aligned 8 -14 Fast Track Early College curriculum; and establishes a new model for expanding formal Early College impact to traditionally high-performing first-ring and suburban school districts.

*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.*

525 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 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  
Tyrone Olverson, Superintendent

Organizational name of lead applicant  
Finneytown Local School District

Address of lead applicant  
8916 Fontainebleu Terrace, Cincinnati, Ohio 45231

Phone Number of lead applicant  
513-728-3700

Email Address of lead applicant  
tolverson@finneytown.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

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

The Finneytown Fast Track College and Career Success builds upon a neighborhood school district that has varying populations and histories who share a common problem - a persistent percentage of students who are not motivated to pursue higher education, nor do they have the requisite skills or specific plans to transition into well-paying 21st century careers - a population the district refuses to leave behind. The number of students ranges from approximately 40% to 60% in Finneytown. When searching for an instructional approach that would, indeed, spell success for each and every student, this partnership turned to one of Ohio's most successful disruptive innovation - Early College High School - as the foundation of our solution. In operation for a decade in some of Ohio's most challenged urban environments, Early College High Schools have a proven track record of motivating underperforming and/or underprepared students to earn an Associate degree or up to 60 hours of college credit during their four-year high school career. The Finneytown Fast Track College and Career Success program looked at highly successful practices in Reynoldsburg City Schools, which has been singled out by the White House and the U.S. Department of Education as one of this nation's most innovative school districts. The Consortium targeted Reynoldsburg's innovative blended learning strategies, its "what's in it for them" revolutionary approach to community partnerships and its strategy for infusing interest-based themes and career pathways into each school, particularly its STEM and STEAM pathways. The Finneytown Fast Track College and Career Success program has researched emerging innovative practices across the country, landing on badging, competency learning, flex-time and stackable career certificates as among the most promising strategies. Finally, the Finneytown Fast Track College and Career Success program looked to its three non-school district members - Cincinnati State Community College, the Cincinnati Partners for a Competitive Workforce and EDWorks - all nationally-recognized innovators, to help weave the targeted strategies into a seamless model for student success. Most of Ohio's Early College High Schools begin working with students in the 9th grade. The Finneytown Fast Track College and Career Success will begin working with students in the 8th grade, thus giving them an advantage among their Early College High School peers. In fall 2014 all incoming 8th grade students in the district will take the EXPLORE test and the Ohio career inventory. Results of these tools, coupled with student Lexile levels for reading and academic performance on the Ohio Achievement Assessments in English Language Arts and mathematics, will be used to target a population of 8th grade students who could benefit from this initiative. The cohort of identified 8th grade students will have a modified schedule that allows them to participate in a series of seminars designed by the Partners for a Competitive Workforce that engage students in hands-on design challenges and research projects in targeted STEAM careers and the knowledge and skills needed to be successful in the work place. Blended and competency learning strategies will be used to accelerate knowledge and skill development for the 8th grade students and to connect them with local business and community mentors. Throughout 2014-15 the Consortium will engage with teachers and community members to design a formal Early College High School targeting specific career pathways in Science, Technology, Engineering, the Arts and Mathematics. The Finneytown Fast Track Early College design is envisioned to be unlike any other in Ohio. It will combine traditional courses with specially-designed early college classes housed in a dedicated wing at Finneytown High School, distance learning classes taught in person and by Cincinnati State professors, and possible classes on the Cincinnati State campus.

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.)

In summer 2015 these students, now rising 9th graders, will launch their year with a Summer Bridge on the campus of Cincinnati State Community College. The Bridge will introduce them to a college-going culture, enroll them in the college and engage them in educational gaming and hands-on learning with some of Cincinnati State's most innovative educators and energetic business leaders from the Cincinnati Partners for a Competitive Workforce. The 9th grade schedule will include two college courses offered and taught by adjunct professors from Cincinnati State at the home campus. By fall 2016, the 10th graders will have the opportunity to participate in up to four college courses, all taught by Cincinnati State professors and adjunct professors; their schedules will include some traditional high school courses. In the 11th grade, the Finneytown Fast Track Early College students will choose from one of several degree and career pathways identified by the Consortium and the Design Team and will begin to plan for technical certification and degree requirements. They will engage

in a mix of in-person and distance learning college classes taught by Cincinnati State professors and adjuncts on the Finneytown Secondary Campus and courses at Cincinnati State; it is anticipated that 11th grade students will take a very limited number of high school courses at their home campus, with the majority of their work in college courses. By their senior year, students will take college courses, almost exclusively, with the majority of classes offered at Cincinnati State. Students will participate in a range of community service, job fairs, job shadowing and internships throughout their high school careers, using a blend of social media and in-person experiences. Graduates of the Finneytown Fast Track Early College will either move directly into well-paying positions supported by the technical certificate or a four-year degree program at a four-year institution of higher education. The plan outlined in the Finneytown Fast Track Early College sets aggressive targets that are innovative, attainable, sustainable, and replicable.

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.*

*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.

411,465.00 State the total project cost.

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

We anticipate that the majority of the grant will be paid for through the Straight A Grant. We estimate EDWorks' fees for the planning phase and TA throughout the first year of coaching at \$173,000. Supplies would focus on technology hardware such as tablets, laptops and e-readers for students. Additional hardware such as printers, scanners, video/production items would also be supported with the grant. Laptops would be purchased for teachers and administrators to support the program. Teacher professional development would occur throughout the program to support changing career information and content.

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.

Maintenance plan included in purchase price of equipment.

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.*

158,650.00 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

In order to achieve sustainability over time and achieve the goal of operating this innovative school within district per-pupil allotments, Finneytown will analyze existing resources, both human and financial, and identify new and more effective ways to do business. Finneytown will need to identify savings in some areas to offset new or expanded expenditure in others. For instance, in some cases, Finneytown will re-purpose funds for textbook or other instructional materials to support blended learning licenses. In some cases, ECHSs may be able to re-purpose resources for some supports in the guidance area to other student resources, due to savings achieved as a college admissions counselor will assume some functions formerly provided by the high school. An initial return on investment study of Ohio Early College High Schools was conducted by national school finance expert, Augenblick, Palaich and Associates (APA) in 2008. Even at that early stage, APA was able to project significant long-term savings to the state. That study answered the question, 'By investing in schools designed to combine the high school experience with up to two years of college and propel underserved students toward a postsecondary degree in an accelerated timeframe, what financial return can the state expect in terms of a more educated citizenry and increased tax revenues? APA examined the costs associated with a sample of early college high schools in California, New York, Ohio, and Texas, states that are initiating large numbers of these schools. It then compared the estimated educational and financial benefits for individuals, schools, and the state to those for traditional high schools. The analysis suggests that policymakers might expect to yield \$1.33 to \$2.11 more for every dollar invested in early college high schools than in traditional high schools over the course of 15 years, and \$2.51 to \$3.95 more over the course of 25 years. That is without including the return for individuals that, as APA illustrates, could be far greater for graduates of early college high schools earning a Bachelor's degree than for graduates of traditional high schools because they will have paid less college tuition and attained their degrees more quickly. That early study gives the Consortium confidence that this new analysis will identify more detailed and distinct savings, now that the ECHS have nearly a decade of sustained operations "under their belts," and EDWorks has streamlined the ECHS design.

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.

Members of the Design Team will be able to continue designing and "tuning" lesson plans during regularly-scheduled common planning time and teacher meetings. Members of the Design Teams act in a "train the trainer" capacity, leading the continued development work in their schools. With creative scheduling, schools can release teachers for learning walks and "intensive study tours" at one of four Early College High Schools demonstration sites: Akron Early College; Youngstown Early College; Reynoldsburg Early College, and Canton Early College. The contract with EDWorks includes on-site coaching and mentoring during the first year of implementation at the school, as well as access to an online platform that supports badging. The grant also includes the first year of licenses for blended learning software. During the first year of implementing blended learning resources, the school will have time to reallocate existing textbook and curriculum resources to cover future licensing fees. The Finneytown Fast Track College and Career Success school will become a member of the existing Ohio Early College Association, where it will continue to receive mentoring from their peers statewide. Further, EDWorks' Fast Track ECHS design provides a blueprint for K-12 districts, institutions of higher education and their communities to help students earn up to two years of college credit during their four-year high school career - all for about the same amount of money communities current spend on a student's high school education. For an average annual per-pupil expenditure of \$9,000 a Fast Track Early College will become self-sustaining with an enrollment of 430 students; with a per-pupil expenditure of \$10,591 (the national average), a Fast Track ECHS can become self-sustaining with an enrollment of 238. Per-pupil expenditures in the district will range from just over \$12,000-plus, putting long-term sustainability of this Fast Track ECHS well within the reach of this for Finneytown Schools. There will be a greater utilization of shared resources in the classroom as an outcome, sharing staff and resources among higher education sites. The full extent of the savings will materialize over the course of the planning process funded through this grant. Through reallocation of existing resources and cost savings, Finneytown schools will be designed to operate within district per-pupil allocation once the initial innovation phase is complete.

#### **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 July-September 2014

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

Launch the the Identity Development and Visioning process with the School Design Team through SWOT analysis, 2020 Forecast, text-based discussions. Begin to develop draft guiding documents: Program of Study Framework, including portrait of a student, habits of mind, 21st century skills, central message, approaches to teaching and learning. Focus on STEM and arts integration, innovation and design thinking, and Early College principles. Provide Consortium-wide professional development in 21st century skills, the future of education and workforce needs. Continue to build out foundational knowledge among Design Team members. Finalize guiding documents for the program of Study Framework. Launch an exploration of blended and competency learning, badging systems and flex time, both within the Design Team and across the Consortium. Launch community engagement and education process focused on future workforce needs and learning modalities. Continue embedded teacher professional development, adding information on brain research and its impact on teaching and learning.

\* Anticipated barriers to successful completion of the planning phase

Staffing for the programs and future levy implications

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).

Launch the curriculum development process with the Design Team. Develop grade-level "buckets" of knowledge and skills based on the Common Core and college ready standards. Using the backwards design process, identify curriculum anchors (big ideas, enduring understandings, and essential questions), pacing guides and curriculum maps. Introduce design thinking processes and begin developing quarterly Design Challenges. Monitor implementation of school-based professional development and expand work with teachers to include specific high payoff instructional strategies. Identification of 8th grade students for the ECHS program through teacher recommendations and other school data. Begin organizational development and strategic planning with the Design Team. Focusing on climate, culture, Summer Bridge programs, advisories and just-in-time interventions and preventions. Examine facilities to identify space for innovation. Begin

development of the flexible schedule. Continue the curriculum development process with the Design Team. Introduce growth mindset strategies to Design Team members and teachers across the consortium. Meet with perspective parents of students selected for the ECHS program. Complete the organizational development and strategic planning processes with the Design Teams, focusing on human resource deployment, budgeting, signature events, planning for ongoing, embedded professional development. Prepare teachers to engage in curriculum development and design thinking processes. Through an intensive Summer Institute, fully engage teachers in curriculum development, fleshing out units of study, designing lessons, rubrics and assessments, completing quarterly design challenges. Work with the Design Team to conduct an assessment of readiness to open the new Fast Track ECHS in fall 2015. Prepare students for a week-long Summer Bridge Leadership Induction Program.

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

Staffing issues may cause certain courses to be canceled. Future levy implications.

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

\* Date Range June 2015-June 2-18

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

By their senior year, students will take college courses, almost exclusively, with the majority of classes offered at Cincinnati State. Students will participate in a range of community service, job fairs, job shadowing and internships throughout their high school careers, using a blend of social media and in-person experiences. Graduates of the Finneytown Fast Track Early College will either move directly into well-paying positions supported by the technical certificate or a four-year degree program at a four-year institution of higher education.

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

Loss of employment opportunities within a five mile radius may cause loss of opportunity. Students will also need to use public transportation which may cause barriers.

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:

By the end of this grant period these changes will have occurred: New or fully-formed, cohesive identity for the Fast Track Early College High School; Curriculum driven by the primary themes/focus areas in the school identity; curriculum that is integrated or tightly aligned across the content areas; A preponderance of inquiry-based instructional practices in units and lesson designs, with teachers prepared to fully engage the students through problem-based, project-based or other similar hands-on learning modality; More intense levels and requirements for reading and writing in all content areas; Informational text, technical text and writing assignments that reflect the primary themes/focus areas in the school identities; Quarterly Design Challenges that fully integrate local business and community partners in the research, design and formative assessment process; As a result of the Triage Process and more focused or expanded use of blended learning, Consortium members will begin to close the achievement gap for targeted students; High School schedules will provide 3 highly-focused career pathways for students, seamlessly integrating high school and college courses; pathways will provide multiple opportunities for students to earn professional certificates, in addition to 24-60 hours of college credit.

## **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.

Annual studies by Jobs for the Future confirm that a full 97% of Ohio ECHS students graduate from high school; 79% earn at least 1 year of college credit while in high school; one in three earn an associate degree or 2 years of college credit while in high school; 95% continue in higher education; and 87% persist to a four-year degree - in urban areas where only 78% of students, on average, even graduate from high school. Early College High Schools have been recognized among the best schools in the country by U.S. News and World Report. ECHSs are generally the top-performing schools in their urban districts, competing with the state's most successful suburban schools. Early College High Schools regularly appear on the list of state-designated "Schools of Promise." ECHS students consistently out-perform their peers across the state in assessments of reading, writing, mathematics, science and social studies. Within the last month, the U.S. Department of Education named the Akron Early College High School a national "Blue Ribbon" school.

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.

EdWorks will work to create a contact for the evaluation. Name: Harold D. Brown Title: President Organization: EDWorks, A Subsidiary of KnowledgeWorks Address: One West Fourth Street, Suite 200, Cincinnati, OH 45202 Phone: (513) 824-6010 Email: brownh@edworkspartners.org

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

The nature of the initiative requires a thorough evaluation that documents both the baseline and the programmatic outcomes including the foundations laid for long-term sustainability of the Early College programs. The evaluation will be divided to address program evaluation and financial aspects of sustainability. To insure the highest quality program evaluation, a request-for-bids will be posted with specific notice to evaluation professionals who have a history of quality work with the initial Early College evaluations (2004-2009), (AIR, Edvantia, McCREL and others). The request for proposal will be posted within 5 days of the award announcement. Bids will be accepted for a two-week period after which a team consisting of representatives of the partners will review the proposals for both quality and cost-effectiveness. Program Evaluator will be named and contracted no later than January 30, 2014. Baseline measures will be completed by March 1, 2014.

\* 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 RFP will specify that the mixed method evaluation will include a thorough documentation of the existing conditions on the impact areas (baseline) prior to the initiation of the project. Follow-up measures will document the progress toward program goals and allow for adjustments to implementation timeline or process as necessary. Areas of concern identified in this process will be addressed by the technical assistance coaches of EDWorks. The evaluation will focus on four major impact areas: Program indicators Teacher professional learning and gains in 21st Century skills Student learning and gains in 21st Century skills Financial sustainability and cost savings Program indicators will be tracked and measured according to the programmatic timeline detailed previously. Benchmark activities include but are not limited to the development of the design teams, execution of design and planning activities and the specific site implementation timeline. In addition to the program activities outlined as part of this proposal, plans developed by design teams will be tracked for efficacy of implementation. Teacher professional learning will be tracked through documentation of professional learning session content, hours, agenda, sign-in and evaluations. Changes in classroom instruction practices will also be evaluated through direct classroom observation. Student learning and increases in 21st Century skills will be tracked through a variety of measures including state testing, formative assessments of reading and math as implemented by the site and classroom observations.

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.

This initiative will not only move the Finneytown Local School District to 100% of students deemed college and career ready, it will establish a model for developing and supporting Fast Track ECHS in similar districts in Ohio and beyond.

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

Specific Benchmarks: By the end of June 2018, Finneytown should have a fully-functioning Fast Track Early College High School, with a sustained enrollment of some 250 students; The school will offer 3 career pathways for students that seamlessly blend high school and college coursework; Every graduate of the Fast Track ECHS will attain a minimum of 25 semester hours of college credit; A minimum of 1 in 4 students will complete an Associate degree or 40 semester hours of transferrable college credit during their four-year high school career; Students will, on average, earn 40 hours of college credit during their high school career; Any student who does not earn an Associate degree or 60 hours of transferrable college credit will earn a professional certification (such as Cisco certification or STNA health care licensure)

\* 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

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

The Finneytown ECHS model is a replication of other models throughout the state of Ohio, however there is no such model in Southwestern Ohio. The Finneytown ECHS model will provide access and guidance to other southwestern school districts in Ohio.

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, 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

**Consortium Contacts**

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

Partnerships

Finneytown Local (047332) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Harold	Brown	513-824-6010	brownh@edworkspartners.org	EDWorks, A Subsidiary of KnowledgeWorks		One West Fourth Street, , Cincinnati, Ohio, 45202	
Sean	Kelley	513-579-3123	Sean@competitiveworkforce.org	Cincinnati Chamber of Business/Partners for a Competitive Workforce		441 Vine Street, 300 Carew Tower, Cincinnati, Ohio, 45202	
Monica	Posey	513-569-1500	monica.posey@cincinnati.state.edu	Cincinnati State and Technical College		3520 Central Parkway, , Cincinnati, Ohio, 45233	

Implementation Team

Finneytown Local (047332) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Tyrone	Olverson	Superintendent	Tyrone will oversee the design and implementation of the Finneytown Fast Track ECHS program.	Tyrone has over a decade of experience as an educational administrator. He is currently the superintendent of Finneytown Local School District. Before becoming superintendent, he served as the K-12 director of curriculum and instruction.	Prior to coming to Finneytown, Olverson served in numerous administrative capacities including high school principal and principal of an emerging Early College High School (ECHS), junior high school principal, elementary school principal, and high school assistant principal. Tyrone holds a master's degree in education and has completed all coursework for his Ed.D. (ABD).	
Sean	Kelley	Director, Cincinnati Partners for a Competitive Workforce	Sean will be responsible for providing oversight and insight to the skills needed for local employers.	Cincinnati Partners for a Competitive Workforce is an organization that will convene a Work Readiness Collaborative (WRC) of service providers to improve and coordinate work readiness and placement efforts for disadvantaged jobseekers.	. The WRC focuses on aligning around core work readiness competencies and incorporating common training components and certifications to ensure that regardless of what program an individual has participated in, the completion of the program would provide an assurance of attainment of foundational employability skills. The WRC serves as an umbrella collaborative focused on coordinating and aligning the work of sub-groups focused on specific populations. - See more at: <a href="http://www.competitiveworkforce.com/Priorities.html">http://www.competitiveworkforce.com/Priorities.html</a>	
Harold	Brown	President	Harold Brown will lead the team conducting technical assistance and professional development for educators and partners engaged in the design and implementation of the school.	. A Subsidiary of nationally-recognized school innovation organization, KnowledgeWorks, EDWorks Leadership Team managed more than \$100 million in grant funds from the Bill & Melinda Gates Foundation, the State of Ohio and other nonprofit groups to create nine Early College High Schools in Ohio and redesign low performing high schools in 13 Ohio districts.	EDWorks was also chosen by the State University of New York and the State Department of Education in New York to create and support a network of 23 Smart Scholars early college high schools in that state. Members of the EDWorks Technical Assistance Team have an average of 20 years of experience in the design and implementation of innovative schools. They are experienced administrators and National Board Certified Teachers, who are masters of adult professional learning. Members of the EDWorks Technical Assistance Team have facilitated the design of innovative schools in Ohio, Maryland, Michigan, New York, Tennessee, Washington and are launching new efforts in Alabama and Delaware.	
Monica	Posey	Cincinnati State Liaison	Monica will be responsible for assuring that Cincinnati State provides	As leaders in the Cincinnati Hills region and visionaries for this initiative, the two	Cincinnati State University is a strategic partner with a specific focus and action steps to assist in this transformational innovation. As part of this grant, Cincinnati State will develop faculty, staff and top executives of the College to help us focus on those	

			pathways for the Finneytown ECHS program.	organizations below will provide foundational building blocks of a sustainable, regional innovative Fast Track Early College High School.	actions that promise the highest impact on student success. They are no longer an institution waiting for students to come to them. They are aggressively willing to work with the Cincinnati Hills Consortium in bringing their expertise to our students on an offsite Early College High School campus. Their strategic plan with the Cincinnati Hills Consortium emphasizes dual enrollment, for example, along with online education opportunities.	
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