

Budget

James A. Rhodes State College (064501) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (272)

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
Instruction		56,250.00	20,987.00	0.00	30,000.00	0.00	0.00	107,237.00
Support Services		0.00	0.00	55,000.00	0.00	0.00	0.00	55,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	21,900.00	0.00	0.00	0.00	21,900.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	815,400.00	0.00	815,400.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		56,250.00	20,987.00	76,900.00	30,000.00	815,400.00	0.00	999,537.00
Adjusted Allocation								0.00
Remaining								-999,537.00

Application

James A. Rhodes State College (064501) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (272)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Northwest Hospitality Bridge Academy of Ohio

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

The Northwest Hospitality Bridge Academy of Ohio (NHBAO) will allow the educational and community partners to accomplish significant goals related to improving student achievement in culinary arts and hospitality management. This collaboration with Lima City Schools, Apollo Career Center, and Rhodes State College (RSC) will improve student persistence, retention and graduation rates by substantially: (1) increasing dual enrollment options to promote student success, (2) providing advanced credentialing opportunities for high school teachers, (3) enhancing high school curriculum offerings, (4) expanding culinary program capacity in the region, (5) using innovative instructional methods for course content delivery, and (6) utilizing an Advisory Board of culinary and hospitality industry experts to ensure the quality of program offerings. The sharing of resources between partners will result in state spending reductions, decreased student debt for higher education, and sustaining a model for the secondary and post-secondary mission alignment and community collaboration.

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.

216 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

Dr. Debra L. McCurdy

Organizational name of lead applicant

James A. Rhodes State College

Address of lead applicant

4240 Campus Drive

Phone Number of lead applicant

419-995-8200

Email Address of lead applicant

mccurdy.d@rhodesstate.edu

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 NHBAO is a capacity building collaborative educational partnership between Rhodes State College and Lima City Schools and Apollo Career Center. The NHBAO builds an integrated culinary arts and hospitality curriculum to meet the growing demands of skilled and educated workers within Ohio's West Central hospitality industry. This partnership expands the number of students seeking a degree in culinary arts by awarding college credit within high school courses and improves student articulation to higher education. The project goal is to help high school students realize graduation goals that include high school diplomas, industry recognized and college credit-bearing certificates, and articulation pathways to associate and baccalaureate degrees. The NHBAO will provide assistance to high school general education faculty to facilitate credentialing that enables the provision of college credit for English Composition, Science, Mathematics, History and Public Speaking. College level general education courses offered at the high school will be approved for transfer by the Ohio Board of Regents' Ohio Transfer Module (OTM) or Transfer Assurance Guides (TAG) systems.

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

For high school students who need assistance in college readiness preparation, a contextualized curriculum will be designed to facilitate learning much like the State of Washington's Integrated Basic Education and Skills Training Program (I-BEST), which is a nationally recognized model that boosts student literacy and work skills so that students can earn credentials. For example, utilizing mathematic skills within the context of measuring, unit conversion, adjusting recipes for larger or smaller production, and applied business management skills will help students connect abstract principles to more readily understandable lessons through applied learning designs. Adding to this partnership includes the county owned Lima Civic Center where RSC will establish culinary arts laboratories and classrooms. The partnership will allow RSC to bring academic programming to a new student demographic in downtown Lima, and provide Lima Senior High School access to these facilities to expand high school student enrollment in culinary arts which currently have reached student capacity. The new learning facilities enable an expanded high school curriculum through the addition of advanced skills such as restaurant style line and short order cooking, environmentally controlled baking and pastry cooking.

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.)

The focus for student achievement in the NHBAO will be retention, graduation, and college matriculation. Upon completion of high school, students will graduate with a high school diploma, industry-recognized certificate and thirty-hours of college credit towards an Associate of Applied Science in Culinary Arts and/or Hospitality Management. The partner high schools will see an overall increase in retention, graduation, and college matriculation rates. An increase in the number of college credentialed faculty will result in a higher number of students completing high school with transfer level courses in general education. The support from RSC staff and college credentialed faculty will heighten academic preparedness, support service and time commitments toward successful completion of transferable general education courses leading to an Associate of Applied Science 2-Year degree.

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.)

Cost savings will be realized by forming a collaborative partnership between Lima City Schools, Apollo Career Center, and Rhodes State College. In the initial grant supported phase, the high schools will receive \$14,400 in professional development and \$25,000 in marketing. Sustained support of \$8,000 in professional development provided by Rhodes State to high school faculty and \$10,000 saved in marketing through collaboration will be seen each year following the initial grant year. The total first-year support yields \$39,400 for both schools with a combined savings of \$90,000 over the following five years. Total savings for Apollo and Lima City Schools is projected to be \$129,400 over the project period.

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.)

RSC and the educational partners in the NCBAO will be able to utilize additional facilities to incorporate advanced curriculum into the high

school programs and increase the number of students able to participate in the high school program. The addition of the line cooking and pastry kitchen to the existing culinary programs will expand resources available to the students. The addition of the dual credit options will allow students to concurrently earn a high school diploma and college credits.

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.

Not applicable

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.

999,537.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

RSC will use the grant award to cover the following items during FY 15: *Salaries and Wages (100): \$56,250 for 1 1/2 RSC culinary faculty; *Employee Retirement and Insurance Benefits (200): \$20,987 at a rate of 48% for full time and 16% for part time employees; *Purchased Services (400): \$25,000 program marketing to include web-related promotion, commercial advertisements, creation of course videos and streaming live courses; \$14,400 professional development of high school faculty to attain and maintain industry credentials; \$7,500 professional development meeting and travel costs; \$30,000 Project Manager to oversee the installation of the required kitchen facilities; *Supplies and Materials (500): \$30,000 total in FY15 Instructional supplies including initial purchase of cookware, serving items and stocking of pantries; and *Capital Outlay - New (600): \$815,400 for the remodeling of a 2,100 sq. ft. of the second floor of the Lima Civic Center and the installation of the culinary kitchen facility furniture and equipment. This will include demolition, framing for new walls and doors, drywall and painting, cabinetry, flooring, fire sprinkler modifications, plumbing, electrical and HVAC. Kitchen equipment to include installation of sinks, shelves and work tables, dishwasher, combination gas oven, fryer, griddle, freezer, refrigerators, range and exhaust hood, etc.

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.

This project will have an annual recurring cost of \$142,737 after FY15 implementation for FY16 to FY20 on the Financial Impact Template. These costs include: *Salaries and Wages (100): \$56,250 per year, which covers the cost of 1 1/2 RSC culinary faculty, \$37,500 full time/\$18,750 part time, who will provide instruction in specialized and advanced culinary courses like bakery and pastry, chocolate, fine dining, inventory control, and food and wine pairing which are not currently offered at Apollo Career Center and Lima Senior High School. RSC faculty will also work with high school instructors on sharing of best instructional practices in culinary education. *Employee Retirement and Insurance Benefits (200): \$20,987 per year, which covers the retirement and insurance benefits of the 1 1/2 full-time RSC faculty. Currently, RSC calculates benefits on 48% of salary for full time and 16% for part time as a standard. *Purchased Services (400): \$10,000 per year, which covers maintenance agreements for equipment repair; \$10,000 for marketing, which includes the costs of creating videos and streaming live courses to Lima Senior High School; \$17,500 professional development for Lima Senior High School and RSC faculty to maintain industry credentials, attend relevant industry workshop and conferences, host advisory committee meetings, and provide tuition reimbursement for high school instructors. *Supplies and Materials (500): \$30,000 per year, which covers the costs of groceries, paper materials/office supplies, and cooking and cooking supply replacements due to breakage or use including serving pieces, pots and pans, or glassware.

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.

129,400.00 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

This project allows for financial savings for the State of Ohio in multiple formats. The first being cost savings by the participating high school career technical programs. Cost savings will be realized by forming a collaborative partnership between Lima City Schools, Apollo Career Center, and RSC. In the initial grant supported phase, the high schools will receive \$14,400 in professional development and \$25,000 in marketing. Sustained support of \$8,000 in professional development provided by RSC to high school faculty and \$10,000 saved in marketing through collaboration will be seen each year following the initial grant year. The total first-year support yields \$39,400 for both schools with a combined savings of \$90,000 over the following five years. The total savings for the Apollo Career Center and Lima City Schools is a projected \$129,400 over the project period.

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.

Sustainability of the Northwest Hospitality Bridge Academy of Ohio will be designed around the consistency of the collaborative relationship between the educational and community partners. Costs associated with sustaining cooking laboratories will be borne by RSC with funds supporting the associate degree program. High school partners will have access to these facilities through cooperative curriculum and dual enrollment courses. The pathway concept will help encourage student enrollments within the high school programs which in turn drives them toward college enrollment. Students exiting high school with college-level certificates can enter the workforce and decide to later enroll in the college program or decide to matriculate into college directly from high school. Collaborations between the college and high school program

will further align with the State of Ohio's initiative to build work-based experiential learning through the development of Co-ops and internships. By developing work-based experiences, college students can work as interns at the high schools providing teaching assistance and skill development with the high school students. This arrangement allows credit bearing experiences for the college students as well as providing teaching assistance within the high school programs. High school students will see the college students as models of what program completion and college enrollment can accomplish thus encouraging student retention and completion. Finally, the Straight A grant will allow for initial assistance to high school faculty to enroll in required graduate education courses to begin the process of becoming credentialed to teach college-level classes. RSC will provide additional financial support that will sustain professional development assistance in years two through five of the grant.

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 12/1/13 - 6/30/14

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

Phase 1 of the project evolved from RSC's communication with local high schools & career centers looking for a seamless pathway of study for students to gain an Associate's degree in Hospitality and Culinary Arts in West Central Ohio. Through those discussions a project team was identified to discuss the idea of launching an Associate's Degree in Culinary Arts at RSC. The goal of the team was to maximize collaboration between RSC and area high schools/career centers in order to offer as many dual credit classes to high school students as possible. In collaboration with those partner high schools/career centers, RSC developed this innovative project to meet the needs of high school student achievement towards a college degree by providing college credit for courses completed in high school and a pathway towards student achievement of a two-year college degree. Phase 2 of the project involved a determination of where the culinary program could be housed to maximize use by local high schools and career centers. The team evaluated many locations and determined that a downtown Lima location would best serve these students and be most cost effective. The new shared culinary labs and classroom spaces will be housed in the Lima Civic Center. The new culinary labs will provide a space to offer classes that the high school is not currently able to offer in the high school facility like Bakery, Pastry, Line Cooking, Inventory Control, and Accounting. A renovation of a portion of the Lima Civic Center space is needed to house the new culinary labs and classrooms. Phase 3 of the project involved the development of curriculum for a new two-year Associates Degree in Culinary Arts at RSC. The curriculum documentation for this new degree has been submitted to the Ohio Board of Regents and Higher Learning Commission, and RSC is currently awaiting approval while still planning to launch this Associates Degree in Culinary Arts in August of 2014.

* Anticipated barriers to successful completion of the planning phase

Communications among partners is critical to the successful implementation of the NHBAO. Communication during phase 1, 2, & 3 included face to face meetings, phone calls, & e-mails which were focused on meeting planning timelines and deliverables. Leadership from the RSC, Lima City Schools, and Apollo Career Center will succinctly communicate through the Project Leader to overcome barriers, including alignment of dual credit curriculum, scheduling, credentialing of high school faculty, and standardized course assessment to design an innovative plan for regional high school students to participate.

18. Implementation - Process to achieve project goals

* Date Range 7/1/2014 - 6/30/16

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

Phase 4 of the project will begin upon notification of grant award, RSC will begin the implementation phase of the project, which will include assigning a project leader, reconvening the project team, hiring of faculty, instructional design consultants, and a construction firm. The renovation of culinary arts labs will be undertaken and dual credit general education and culinary classes will begin at the high schools and career center. RSC will also work with the high school administration and instructors to begin providing tuition support for four instructors to complete credentialing requirements. Phase 5 of the project will commence when the renovation of the culinary labs has been completed. New dual credit classes for high school students, including Line Cooking, Bakery, Pastry, Inventory Control, and Hospitality Management will begin in the renovated culinary labs and classrooms. New instructional technology will be incorporated into culinary classes, including virtual demonstration, simulations, and lecture video capture. Dual credit general education and existing culinary classes will continue to be offered at the high schools and career center sites. Phase 6 of the project will include the roll out of culinary classes to community members, and free demonstrations of culinary skills and hands on culinary activities to local 7-8th grade students. The goals of Phase 6 will be to inform

junior high students of the opportunities that a career in culinary arts and hospitality management can offer them. During Phase 4, 5, & 6 of the implementation the project team will set goals and deadlines to achieve program success. The project leader will communicate weekly updates and meet bi-monthly with the project team, RSC administration, and Lima Senior High School administration to discuss any unexpected barriers and work with the project team to find remedies for any issues. Ongoing communication will continue with industry, community members

* Anticipated barriers to successful completion of the implementation phase.

Communications among partners in projects such as this can create problems if not handled properly. During Phase 4, 5, & 6 of the implementation the project team will set goals and deadlines to achieve program success. One of the biggest expected barriers will be the timely renovation of the Lima Civic Center space for the culinary labs. This renovation extensively utilizes area contractors, therefore management of the construction timeline is critical to the success of Phase 4 and the timely kickoff of Phase 5 of the project. Another potential barrier would be the timely hiring of new culinary faculty with the appropriate credentials. The Project Leader will communicate weekly updates and meet bi-monthly with the project team. The administrators from RSC, Lima Senior High School, and Apollo Career Center will discuss any unexpected barriers and work with the project team to resolve project issues.

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

* Date Range 7/1/2015 - 6/30/2020

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

The summative evaluation will gather, review, and evaluate all the various datasets and documents generated as part of the ongoing formative evaluation. Data collection efforts will seek to obtain evidence of implementation of the deliverables (e.g., outputs) and the project's objectives: * The first objective related to providing dual -enrollment credit for students will be evaluated by determining how effective the bridge from high school to college is by utilizing the following: institutional enrollment data; interviews with students, teachers, school counselors; and student surveys. * The second objective related to the development of stackable certificates and an Associate of Applied Sciences degree will be evaluated by analyzing the following: individual course and program assessment data, culinary lab skills assessment data, and work-based learning student and employer records. * The third objective related to the delivery of instruction utilizing blended, flipped, and hybrid models will be evaluated by reviewing: institutional enrollment data; interviews with students, teachers, school counselors; and student surveys. * The fourth objective related to the provision of discipline Master degree level credentialing to high school teachers will be accomplished through review of college transcript records, in-field professional certification records, classroom observations, and course survey assessment data. * The fifth objective related to providing work-based experiences to enhance employability will be evaluated by determining the difference the project is having on the marketability of students by reviewing the feedback from industry satisfaction surveys and the level of industry involvement. The final element of the summative evaluation will be the creation and distribution of a comprehensive final report for the NCBEO.

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

Potential barriers to the successful completion of the summative evaluation may include project staff turnover, shifting priorities over time, the support of area employers in the work-based learning component of the program, and the willingness of students and employers to consistently participate in ongoing program evaluation.

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

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

Please enter your response below:

The collaboration of the Lima City Schools, Apollo Career Center, and RSC to form this joint academy is a new level of engagement between secondary and post-secondary education in the Lima region and represents a shift in organizational practices. Synergistic curricular designs will improve engagement across institutions as well as across the communities of interest. While this project is of significance, it lays the groundwork needed for future engagement in additional STEM initiatives. Through collaboration, secondary and post-secondary education can build solutions that improve student retention and completion agendas so that students from all demographics are better served. This joint academy allows students to gain a significant amount of college credit while still in high school, which greatly reduces student debt and launches them into a culinary career much sooner after high school graduation. The joint academy eliminates duplicative general education and culinary classes that students currently would have to take at both the high school and college level. The joint academy also eliminates the need for duplicative resources devoted to marketing, lab space, instructors, job placement, & career counseling. Changes in classroom practice will include virtual demonstration and skill building experiences that can be presented to the student before the class meets. This allows for more hands-on instruction and attention to be given by the instructor to the students in the live sessions. Flipped classroom design demonstrates how students view lectures outside the classroom and master course content in the culinary laboratory to improve student retention.

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.

RSC has an established practice of building successful collaborations. In 2007, the U.S. Department of Labor awarded a \$1.99 million grant to develop a consortium of colleges who share allied health programming so that an increased access to expensive programs was expanded across 25 mostly rural northwest Ohio counties. This project utilized significant technological components such as interactive video conference classrooms, video capture online instruction, and studio quality instructional videos inside of iTunes University. Currently, RSC is an Ohio Means Co-ops and Internships grant recipient and is building a comprehensive work-based learning model that will incorporate this dynamic and industry centered approach to all career focused programs at RSC. Connecting the classroom to the practice arena improves student engagement and learning as well as provides connectivity for educational programs to the related discipline so that the curriculum remains relevant and forward leaning. Important to this project is RSC's strong connection to business and industry partners. Through these relationships, student learning opportunities are being enhanced along with improving the quality of graduates' skills so that job placements remain strong and employer satisfaction is sustained. RSC champions collaborative ventures between colleges and secondary schools to bridge the skills gap so that more high school graduates are ready for college-level instruction. RSC has two National Science Foundation (NSF) grants to improve college readiness and college enrollment. The Advanced Technological Education project is focused on RSC and high school mathematics departments working together to develop high school math courses to improve college readiness for students leaning toward two-year college in STEM related fields. The second NSF grant provides scholarships to under-represented students in the engineering technology and information technology STEM degree programs. These students participate in monthly college success activities lead by faculty along with second year students mentoring first year students towards degree completion. These examples of RSC success strategies underscore RSC's ability to build collaborations and successful programs that are sustainable. Student achievement is central to these past activities and suggests this current project will be well supported by skilled personnel. The collaborative nature of this proposal incorporates a shared resource model that will improve operational efficiencies, results in multiple opportunities for saving Ohio taxpayer funds and ensures that a greater share of classroom resources will be realized.

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.

Becky Burrell, Vice President for Institutional Effectiveness (Burrell.b@rhodesstate.edu, 419-995-8331) will be responsible for coordinating the evaluations in this grant. Data collected to gather evidence to inform the questions will be obtained through various sources. The first objective related to providing dual-enrollment credit for students will be evaluated by determining how effective the bridge from high school to college is by utilizing the following: institutional enrollment data; interviews with students, teachers, school counselors; and student surveys. The second objective related to the development of stackable certificates and an Associate of Applied Sciences degree will be evaluated by determining how effectively the project is being implemented by analyzing the following: individual course and program assessment data, culinary lab skills assessment data, and work-based learning student and employer records. The third objective related to the delivery of instruction utilizing blended, flipped, and hybrid models will be evaluated by determining the difference the project is having on student enrollment, persistence, and retention by reviewing: institutional enrollment data; interviews with students, teachers, school counselors; and student surveys. The fourth objective related to the provision of discipline Master degree level credentialing to high school teachers will be accomplished by determining the difference the project is having on teachers' attitudes and pedagogical approaches through review of college transcript records, infield professional certification records, classroom observations, and course survey assessment data. The fifth objective related to providing work-based experiences to enhance employability will be evaluated by determining the difference the project is having on the marketability of students and RSC's relationships with the high schools and industry by reviewing the feedback from industry satisfaction surveys.

* 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 NHBAO's expected outcomes are divided into three categories short-term (0-1 year), intermediate term (1-3 years) and long-term outcomes (3-5 years). The strength of the evidence supporting the outcomes will provide answers to the evaluation questions. Short-term outcomes in this Straight A project include: increase job awareness among high school students, parents, teachers, adult learners, and internal stakeholders; shift in attitudes regarding a culinary arts & hospitality management career among 10th and 12th grade students; increase the credentials among general education high school teachers; increase students' self-efficacy; and involvement of industry in instruction (e.g., internships). Intermediate outcomes in the project include: increase desire for a culinary arts & hospitality management career; high school dual-enrollment credit, including culinary arts & hospitality management courses; progression of teachers earning credentials; complete stackable lattice credentials; workers maintain employment; retain students in the program; and satisfaction and use of on-line technology enabled learning content. Long-term objectives include: increasing hiring by industry of RSC students (e.g., increase employability of students); enrollment of students in AAS; retain students in the program (e.g., completion of students in the pathway); and presence of a skilled workforce to meet market demands. Annual assessment activities will align with RSC's current course and program practices using the electronic Strategic Institutional Effectiveness and Planning System to track goals and outcomes for the analysis of findings. Continuous improvement plans will be developed and implemented to meet outcome shortfalls for additional assessment.

* 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.

A corrective action plan will be developed and implemented by the Project Team.

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.

There are several points of significant value to be derived from this project. The first addresses the nationally recognized need for collaboration between primary, secondary and post-secondary education. While this project seeks to build collaboration between culinary arts programs, the inclusion of a dual enrollment component for general education is a key building block for future expansion. There have been collaborative projects funded through various federal programs. However, this proposal is focused on a local solution that can be replicated within the partnering institution as well as to additional high school and post-secondary institutions and will have lasting impact. Other states have built significant partnerships where graduates leave high school with a diploma and associate degree together. Ohio can build on this proposal's model and reduce costs to taxpayers and college bound students. Throughout Ohio, there are pockets of unmet education needs where various industries such as hospitality and culinary arts do not have local instructional services. This model of partnership between high school, college and regional entities provides a new way of solving these shortages. Sharing resources such as underutilized space and cooperative partnerships lowers costs, sustains growth, and promotes community interdependence that result in greater opportunities and success. RSC has identified a return on investment from higher education for students with a 19.6% return for graduates. For each dollar invested, students reap a \$7.60 return. This impact extends to the Lima community where income generated by RSC's operations and spending, contributing \$24.6 million to the annual regional economy. A second valuable outcome from this project is the focus on improved pedagogical approaches developed and shared between college and high school faculty. By working together on the technology solutions for this project, both faculty groups will develop important new skills that will drive improved teaching methodologies that will help students of all abilities to be successful. Improving educational outcomes so that more students are retained and complete programs of study will ultimately impact the community because of an enhanced educated populace. The development and use of 3D instructional tools for virtual laboratories, online supplemental instruction, and archived video captured lectures and demonstrations will equip high school and college faculty with an expanded teaching model. There are several points of significant value to be derived from this project.

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

In 2012-2013, Lima Senior High School provided learning opportunities for 941 students in grades 9th through 12th with 408 being junior and seniors, while the Apollo Career Center served 325 11th and 12th grade students. Graduation rates for high schools/career centers and colleges decline when time to graduation is extended, making the dual enrollment component of the NHBAO a strong retention strategy. Lima Senior's 2012-2013 4-year graduation rates was 78% and 5-year rate dropped to 75.6%. Apollo's graduation rate was 94% and 93% for 4-year and 5-year rates respectively. Students earning college credit will more readily transition into a degree program at RSC and reduce time to graduation. In 2013-2014, the capacity for the Lima City Schools and Apollo Career Center are at capacity, serving 24 students each. The NCBAO will provide opportunities for interested students to fill seats in the proposed RSC program at the Lima Civic Center. General education classes will provide opportunities for the students at the high school/career center to take college level courses. The projected enrollment at Lima Senior High School is 24 each year. Beginning in the second year, enrollment at the Lima Civic Center will be 24 students. Over five years, there will be 216 students enrolled. Enrollment numbers for this project include duplicated head counts of high school students who enroll in culinary arts courses that are college credit bearing, students who enroll in each dual enrollment, college credit general education course, and students enrolled in the post-secondary culinary arts program and certificates. Students will "swirl" between high school and college level courses. In 2012, the Chronicle for Higher Education, indicated how the manner in which the government measure college graduates does not include part-time students or transfers, therefore under enumerating student progress.

* Spending Reduction in the five-year fiscal forecast

Cost savings will be realized by forming a collaborative partnership between Lima City Schools, Apollo Career Center, and Rhodes State College. In the initial grant supported phase, the high schools will receive \$14,400 in professional development and \$25,000 in marketing. Sustained support of \$8,000 in professional development provided by Rhodes State to high school faculty and \$10,000 saved in marketing through collaboration will be seen each year following the initial grant year. The total first-year support yields \$39,400 for both schools with a combined savings of \$90,000 over the following five years. Total savings for Apollo and Lima City Schools is projected to be \$129,400 over the project period.

* Utilization of a greater share of resources in the classroom

RSC and the educational partners in the NCBAO will have additional facilities to incorporate advanced curriculum into the high school programs and increase the number of students who could participate in the high school program. The addition of the line cooking and pastry kitchen to the existing culinary programs will expand resources available to the students. The addition of the dual credit options will allow students to earn both a high school diploma and college credits.

* 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 NHBAO will leverage effective practices to impact higher course completion, persistence, and graduation rates. RSC, Apollo Career Center and Lima City Schools have committed to the long-term sustainability of the NHBAO with RSC leading the charge for the initial scaling of the program into regional high schools and career centers. Institutions such as Ohio High Point and Vantage Career Centers, who have existing culinary programs, will be targeted for adoption. The collaborative of the dual-enrollment design will be replicated by expanding into existing technical high school programs in compliance with State guidelines. Partnerships with high schools as well as 2-year and 4-year institutions will collaborate to share resources for credentialing high school teachers to build and sustain educational practices. RSC will continue the groundwork necessary to build community awareness of the NHBAO, develop alternative funding streams, and promote the program's impact to community stakeholders. Evidence-based interventions will be reproduced among similar priority populations as determined by needs assessments. Future scalability also allows RSC to serve high school/career center populations beyond its existing 10-county service area to a broader 25-county region. The replication of this program will ultimately save in-state funding and promote positive outcomes for all participants.

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 Accept. Dr. Debra L. McCurdy, President, Rhodes State College, 4/18/2014

Consortium

James A. Rhodes State College (064501) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

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

Partnerships

James A. Rhodes State College (064501) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Richard	Woodfield	419-995-8222	woodfield.r@rhodesstate.edu	James A. Rhodes State College	064501	4240 Campus Dr, Lima, OH, 45804-3576	
Jill	Ackerman	419-996-3400	JAckerman@limacityschoools.org	Lima City	044222	755 Saint Johns Ave, Lima, OH, 45804-1552	
Judy	Wells	419-999-2910	judy.wells@apollocc.org	Apollo	050773	3325 Shawnee Rd, Lima, OH, 45806-1454	
Cynthia	Wood	419-224-5222	cwood@limaciviccenter.com	Veteran's Memorial Civic and Convention Center		7 Town Square, , Lima, OH, 45801	

Implementation Team

James A. Rhodes State College (064501) - Allen 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
Becky	Burrell	Vice President for Institutional Effectiveness & Assistant to the President for Planning	Planning, collaboration, implementation, evaluation, assessment, staff supervision, oversight	She oversees the institutional research, assessment, and grants areas. Ms. Burrell is responsible for leading campus development activities that support operational and strategic planning and the assessment of outcomes-based programming with special emphasis on ensuring the evaluation and application of Key Performance Indicators and Student Learning Outcomes across academic and non-academic units.	Prior to working at Rhodes State, Ms. Burrell managed planning and accreditation activities at Cincinnati State Technical & Community College and has 14 years of administrative and experiential education practice in science museums.	
Cynthia	Wood	Chief Executive Officer	Planning, collaboration, implementation, staff supervision, oversight	Cynthia Wood serves as the Chief Executive Officer for the Veterans Memorial Civic and Convention Center of Lima/Allen County. Ms. Wood joined the VMCC in 2009 and has led the facility's transformation in strategic planning, operational updates, community collaborations, and a major gifts fund development campaign.	Ms. Wood is a graduate of The Ohio State University Fisher College of Business and Bowling Green State University, with a Master of Education degree in Career and Technology Education and is a graduate of the Venue Management School through IAVM.	
Richard	Woodfield	Interim Vice President of Academic Affairs	Planning, collaboration, implementation, staff supervision, oversight	Dr. Richard Woodfield serves as the Interim Vice President for Academic Affairs at Rhodes State College in Lima, Ohio. Dr. Woodfield began his tenure at Rhodes State in 1992 as the Chair of the Respiratory Care Program and subsequently served as the Dean of Allied Health and the Associate Vice President for Academic Affairs.	Dr. Woodfield's experiences include his role as Project Director on a \$1.9 million U.S. Department of Labor grant to share academic programs between public and private colleges and universities that resulted in increased access to healthcare practitioner education in 25 mostly rural counties in Northwest Ohio.	
Cara	Rex	Chair of Accounting, Culinary Arts, & Real Estate	Planning, collaboration, implementation, staff supervision, oversight	Ms. Rex has a BA in Accounting and a Master's Degree in Accounting. In her tenure as Chair, Ms. Rex has re-launched the Real Estate Program and is currently working to roll out the Accounting Program in a 100% on-line format.	Ms. Rex has extensive industry experience, including roles in Auditing, Financial Statement Consolidation, GAAP & International Financial Reporting, and Financial Planning & Analysis for Multinational Publicly Traded companies.	
Ann	Selhorst	Restricted Fund Accountant	Budgeting, account administration, project accounting, oversight	Ann Selhorst has served at Rhodes State College for the past two years, monitoring federal and state grant accounting and compliance.	Ms. Selhorst has a BSBA in Accounting and an MBA in Finance and has worked in various accounting and finance positions for two large, publicly traded companies during her career. Ms. Selhorst maintains a practicing status as a CPA in the State of Ohio.	
Misty	Lee	Food Service Management Instructor	Implementation, classroom and culinary laboratory	In 2000 Ms. Lee began her teaching career at Lima Senior as Culinary/Food Service instructor. Ms.	Ms. Lee has a background in food service outside the classroom.	

			instruction, oversight	Lee has been instrumental in the development and growth of the Culinary Kitchen program at Lima Senior High School.		