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

**A) APPLICANT INFORMATION - General Information**

1. **Project Title:**
   Lighting the Way for Teaching & Learning

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

   Lorain City Schools (LCS) will increase the academic performance and graduation rates for 660 at-risk students. To achieve these primary goals, the district will direct a greater share of resources to the classroom through a LED lighting upgrade that will generate a permanent cost savings to the general fund of $3.9 million over fifteen years. This savings will be utilized to reform the district’s current alternative education program for students in grades 6-12 by implementing a blended learning model via a partnership with AdvancePath Academics, one of the nation’s leading providers of blended learning expertise, designed to address the needs of students experiencing academic and behavioral challenges and in danger of dropping out of school.

   *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.*

3. **Total Students Impacted:**
   
   660

   *This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.*

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

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

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

   **First Name, last Name of contact for lead applicant**
   Thomas Tucker

   **Organizational name of lead applicant**
   Lorain City Schools

   **Address of lead applicant**
   2350 Pole Ave., Lorain, OH 44052

   **Phone Number of lead applicant**
   440-233-2232

   **Email Address of lead applicant**
   ttucker@lorain.k12.oh.us

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

   - [ ] Yes
   - [x] No

   If you are applying as a 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
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

Lorain City Schools (LCS) is located in Lorain, Ohio, a city of 64,000 located 35 miles west of Cleveland. The city’s diversity is mirrored by LCS students who are 28% Hispanic, 27% African American, 9% Multi-racial and 36% Caucasian. More than 87% of students are eligible for free and reduced lunch. For the past decade, Lorain has felt the pressure of a greater than national average unemployment rate, continuous and significant disinvestments, as well as an overall weak economy. This economic downturn negatively impacted the district’s financial vitality, causing the elimination of many educational and extra-curricular programs, as well as limiting funding to improve instructional delivery in order to address a critical need to increase student achievement. In 2013, LCS was placed under the direction of an Academic Distress Commission since the district was declared to be in academic emergency due to persistent low student achievement. The 2013 Local Report Card gives LCS an F for student achievement since only 3 out of 24 academic indicators were met. LCS received an F for not closing achievement gaps among student subgroups and an F for graduation rate. An area of immediate need is improvement to educational programming at the district’s two alternative schools: New Beginnings and Credit Recovery, which serve students with severe behavior issues, high absenteeism rates, and failure to make academic progress. Student performance on the Ohio Graduation Test indicates a need to strengthen curriculum and instruction in the core subjects as only 26% of students are proficient in reading, 20% in math, 12% in science and 16% in social studies at New Beginnings Academy, while at Credit Recovery Academy only 73.4% of students are proficient in reading, 47% in math, 37.9% in science and 38.5% in social studies. The average graduation rate for the two schools is 34%. Up to 65% of students are suspended each quarter and 20% are absent from school.

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

In order to increase financial resources for bolstering student achievement, Lorain City Schools (LCS) will complete a LED lighting retrofit, which will generate an annual permanent cost savings of $260,500 or $3.9 million over 15 years. The lighting upgrade will replace existing lights in 13 buildings with energy efficient LED bulbs. This will reduce electrical costs by 60% and virtually eliminate maintenance of bulb and ballast replacement. The annual savings generated by the LED upgrade will be utilized to reform the district’s current alternative programming for middle and high school students through a partnership with AdvancePath Academics. AdvancePath has a 90% success rate for serving at-risk students by implementing a blended learning education model that personalizes learning for every child. LCS will merge its two existing alternative schools into one building, which will house two AdvancePath Academies. The AdvancePath Preparatory Academy will serve approximately 120 students in grades 6-12 with severe behavior issues, and the AdvancePath Accelerated Academy will serve 240 high school students who are behind academically and not on track for graduation. Consolidating these schools under a single operating umbrella provides greater academic and operating efficiencies. Students will be able to move between programs, so as to better meet their changing and immediate needs. The district will also be able to eliminate duplicate staff in order to expand educational opportunities. The AdvancePath Academies will disrupt the traditional learning environment and bring innovation in the following ways: (1) The school day for high school will be reduced from 6.5 to 4 hours giving students the flexibility to attend in the am or pm. This schedule better serves students who have children or must work to support their family. (2) The learning environment will be an open concept consisting of 3,000 square feet with moveable stations for individual and group learning - gone are classrooms with desks in rows facing the front. (3) The program provides wrap-round services during the school day including direct instruction in resiliency skills (how to overcome adversity and deal with academic and social pressures, stay in school and become better prepared for college and work); counseling support; parent engagement; and career/college exploration. (4) Students will receive instruction via a flex-based, blended learning model in which approximately 60% of instruction is delivered online using software from Apex Learning and Achieve 3000. Each student is placed on an individualized learning plan based on formative and summative assessment data with a fluid schedule for completing coursework. Teachers supplement online learning with face-to-face support that is adapted as needed and includes small-group instruction, group projects and individual tutoring. To sustain this blended learning environment of differentiated instruction, AdvancePath teachers must be content-savvy as all students are in different courses at any given time. The Academy is fully supported by the AdvancePath team which provides ongoing professional development for the staff, as well as coaching and mentoring designed to enable them to develop and hone their skills in addressing individual student learning needs. LCS will further implement blended learning opportunities at its traditional high school (Lorain High School) by using the AdvancePath Advantage program. This program supports students who are falling behind academically, as well as provides acceleration for students ready for advancement. As soon as students begin to fail their classes, students will receive blended instruction in a lab setting. In addition, the Advantage program will give students the opportunity to take advanced courses not currently offered on campus such as foreign languages, Advance Placement classes, etc. Approximately 300 students will benefit from the Advantage program each year.

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.

Yes
No

- Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels,
As indicated in the project description, in order to increase student achievement, Lorain City Schools will partner with AdvancePath Academics to implement: (1) an AdvancePath Accelerated Academy to replace its existing alternative school known as Credit Recovery Academy; (2) an AdvancePath Preparatory Academy to replace its existing alternative school known as New Beginnings Academy and (3) the AdvancePath Advantage program to provide blended learning opportunities for students at the traditional high school setting requiring intervention or enrichment. The AdvancePath Accelerated Academy will open in the fall of 2015 and will serve students who are academically behind and need to recovery significant credit in order to remain on track for graduation. The AdvancePath Advantage program will also open in the fall of 2015. The AdvancePath Preparatory Academy will open in the fall of 2016 to serve students who are both academically and behaviorally challenged. This project will revolutionize alternative education for Lorain’s students through a blended learning model that disrupts the traditional school setting. Based on research and past success, the program provides 60% of instruction via online software and trains teachers to support individual learning for each student through collaborative projects, one-on-one tutoring and experiential learning. The open concept setting allows for flexible groups and mirrors the environment of a professional office as opposed to a typical classroom. Students are given the option to attend school during one of three, four-hour sessions so they can still fulfill work commitments or care for their own children. Wrap-around services including counseling, resiliency skill-building, parent engagement and career/college exploration will address the social/emotional barriers that impede academic success. The AdvancePath Advantage program will be set up in a lab for students attending the district's traditional high school - Lorain High. Classroom teachers will collaborate with the intervention teacher running the lab to serve students who are falling academically behind. As soon as students begin to fail their core courses, they will be assigned to the lab during the school day to master content and/or recover credit using online software from Apex learning. Since the high school course catalogue has limited advance placement, foreign languages and elective courses, students can also opt to attend the lab to take these courses online. This project is aligned to the Lorain Academic Recovery Plan set by the Academic Distress Commission (ADC) which sets the following student achievement goals for students in grades 6-12 participating in the project: (1) Increase the % of students proficient in math by 11% per year and in reading by 10% per year in each subgroup as measured by the state achievement tests; (2) Raise the district Performance Index Score by 3.5% per year; and (3) Reduce Achievement Gaps between the LCS subgroups and the State of Ohio subgroup AMO by 10% per year as measured by state achievement tests. In addition to ADC goals, the project aims to (4) Increase Four Year Graduation Rate by 10% per year; (5) Increase Student Attendance in the Alternative Schools to 82.5% in Year 1 and 85% in Year 2 and then maintain 85% each year thereafter; (6) increase the % of students proficient in science and social studies by 10% per year in each subgroup as measured by state achievement tests; (7) the % of expulsions/suspensions for alternative school students will decrease by 10% per year; and (8) the % of alternative school students who pursue post-secondary education following graduation will increase by 5% each year.

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.)

In FY16-20, the overall permanent annual savings generated by the project is $1,362,800, which totals $6.8 million over five years. This savings is generated annually as follows: The district will merge its two existing alternative schools, each with its own principal and secretary, under one roof. The campus serving both schools will be managed by one principal and one secretary; therefore one principal position and one secretary position will be generated a savings of $140,000 and $42,000, respectively. With the opening of the AdvancePath Preparatory Academy in FY16 a total of 9 teaching positions will be eliminated for a savings of $756,000. In the AdvancePath contract all instructional materials and software will be provided so $158,000 in instructional software (purchased services) will be eliminated, as well as $6,300 in supplies and materials. In addition, the district will upgrade its existing lighting to LED which will generate an annual energy savings of $227,000. Since LED lights last up to 15 years, the district will save $10,000 in custodial overtime to replace bulbs and $23,500 in supplies for replacement bulbs and ballasts. The bulk of these savings will be redirected to the project including a contract in the amount of $1,203,333 with AdvancePath for the implementation of the Advance Path Accelerated & Preparatory Academies and to offer blended learning options at Lorain High School. Two instructional aides will be hired in the amount of $66,000. The net annual savings in FY16-20 is $93,467 or $467,335 over five years.

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.)

The partnership with AdvancePath to reform the district’s existing alternative schools will bring extensive improvements to the classroom regarding curriculum, instructional supports, materials and professional development. The AdvancePath program brings an additional $1.2 million to the instructional category as indicated in the supplemental financial reporting metrics table. However, since the AdvancePath blended learning model requires fewer teachers, staff reductions in the amount of $756,000 limits the overall increase to the budget to instruction. Overall the financial reporting metrics table indicates that an additional $70,833 will be redirected from operational expenses to instruction on an annual basis. While this dollar amount may not seem significant, the knowledge and expertise of the AdvancePath Leadership team and their success in improving achievement will be invaluable to our teachers, administrators, student and parents. In particular, professional development for the teachers will better prepare them to succeed in a blended learning environment, as well as analyze student educational data to formulate individual learning goals and interventions. Additional professional development will train the building faculty in mentoring skills to help each staff member effectively deal with the unique challenges the students encounter on an emotional and behavioral level. This will lead to increased time on task and increase the effectiveness of the learning opportunities presented by the blended learning program. While these additional resources are difficult to quantify, we will measure the impact of professional development and have set the following goal: each year, 100% of teachers will implement blended learning strategies into their daily lesson plans as measured by the walk-through process and lesson plan review.

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
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.

955,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Lorain City Schools is requesting $955,000 from a Straight A grant. As outlined in the budget template in the CCIP, the budget for Straight A includes $830,000 under facilities/purchased services to hire a local company to upgrade existing lighting to LED in 13 schools. The cost includes the bulbs, retrofit kits and labor. This lighting upgrade will generate $260,500 of the annual permanent savings needed to sustain the project. The return on this investment will be realized within three years and a savings of $3.9 million will be realized over 15 years ($260,500 x 15 years). The district has identified an existing office building large enough to house its two alternative programs under one roof. Additional costs in the Straight A budget under facilities/purchased services are renovations to this building including some minimal construction (reconfiguring the inside space to create classrooms), electrical upgrades and internet/wireless connectivity. The total cost for a contract with a local company to provide the building upgrades is $35,000. The lighting upgrade and construction costs total the $865,000 in facilities/purchased services listed in the CCIP budget template ($830,000 + $35,000). Lorain County Community College will serve as the external evaluator for the project at a cost of $90,000 under support/purchased services. This fee covers the evaluation costs for six years and represents approximately 10% of the overall Straight A grant budget, which is reasonable and customary for evaluation services. In order to implement the AdvancePath program during FY15, the district is not asking for funds from Straight A, but instead will utilize the savings generated from the LED lighting upgrade, as well as reductions in personnel and material savings in order to cover fees to AdvancePath Academics. Further details regarding how the savings will be realized in FY15 is outlined in Questions 14.

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.
### Ongoing Costs

Ongoing costs include a contract fee to AdvancePath for managing the alternative programs at an annual cost of $1,203,333 in FY16-20. Their fees include administrative oversight and service delivery for two alternative school programs and the blending learning options at the traditional high school campus. Included in these fees is FURNITURE (a personal, business like study carrel with privacy partitions for each student, separate working space for student collaborative projects, a work desk and chair plus a wrap-around small group instruction table and chairs for each teacher; reception area furniture for parent meetings and other classroom and support furniture); all TECHNOLOGY (a personal computer for each student and staff member, interactive whiteboards, printers and severs plus all project-based technology for classroom work and physical education; 24 hour maintenance and repair of all equipment); CORE CURRICULA (Lexile reading library, all supplemental and immersion curricula for all core and elective courses); CHARACTER DEVELOPMENT SUPPORTS (social emotional assessments, resiliency building tools and interventions; Positive Behavior Reinforcement tools and interventions); PARENT ENGAGEMENT (monthly parent programming designed to improve parents' ability to help their children succeed in school; engage partners including Lorain County Community College to bolster outreach efforts); DATA & REPORTING (a comprehensive learning management and data analytics and reporting system); MATERIALS (all required student and teacher materials and office supplies, including student incentives); PROFESSIONAL DEVELOPMENT (initial staff training and ongoing professional development both pre-programmed and situational to ensure all staff have the appropriate knowledge and skills to operate the program effectively); OVERSIGHT (ongoing oversight by an experienced AdvancePath administrator to ensure that local staff adhere to the program with fidelity). Continuing costs also includes hiring two instructional aides to assist teachers with tutoring support at an annual cost of $66,000.

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

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

<table>
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<th>Sustainability Costs</th>
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<tr>
<td>Expected savings</td>
<td>$3,000</td>
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14. Will there be any expected savings as a result of implementing the project?

- **Yes**

**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.**

93,467.00 If yes, specify the amount of annual expected savings. If no, enter 0.

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

The overall permanent savings generated by the project in FY15 is $888,221. This savings is generated as follows: The district will merge its two existing alternative schools, each with its own principal and secretary, under one roof. The campus serving both schools will be managed by one principal and one secretary; therefore, one principal position and one secretary position will be eliminated generating a savings for salary/benefits of $140,000 and $42,000, respectively. The AdvancePath model incorporates blended learning for instructional delivery, meaning that 60% of instruction is provided via computer-based software. Therefore, fewer teachers are needed to provide direct instruction. Two teaching positions will be eliminated for a savings of $168,000 in salary/benefits. In the AdvancePath contract all instructional materials and software will be provided so $158,000 in instructional software (purchased services) will be eliminated, as well as $3,600 in supplies and materials. In addition, the district will upgrade its existing lighting to LED which will generate an annual energy savings of $227,000. First Energy, the district's electric supplier, will also provide a rebate of $116,121. Since LED lights last up to 15 years, the district will save $10,000 in custodial overtime to replace bulbs and $23,500 in supplies for replacement bulbs and ballasts. The bulk of these savings will be redirected to the project including a contract in the amount of $799,333 with AdvancePath for the implementation of the Advance Path Accelerated Academy and to offer blended learning options at Lorain High School. The net savings in FY15 is $88,888. In FY16-20, the overall permanent annual savings generated by the project is $1,362,800. Similar to FY15 this savings is generated as follows: one principal position and one secretary position will be eliminated generating a savings for salary/benefits of $140,000 and $42,000, respectively. With the opening of the AdvancePath Preparatory Academy in FY16 a total of 9 teaching positions will be eliminated for a savings of $756,000 in salary/benefits. In the AdvancePath contract all instructional materials and software will be provided so $158,000 in instructional software (purchased services) will be eliminated, as well as $6,300 in supplies and materials. In addition, the district will upgrade its existing lighting to LED which will generate an annual energy savings of $227,000. Since LED lights last up to 15 years, the district will save $10,000 in custodial overtime to replace bulbs and $23,500 in supplies for replacement bulbs and ballasts. The bulk of these savings will be redirected to the project including a contract in the amount of $1,203,333 with AdvancePath for the implementation of the Advance Path Accelerated & Preparatory Academies and to offer blended learning options at Lorain High School. Two instructional aides will be hired in the amount of $66,000. The net annual savings in FY16-20 is $93,467.

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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.

As explained in questions 13 and 14, this project will generate more than sufficient savings that will offset the sustaining costs. Ongoing project costs in FY16-20 includes $6,000 for two instructional aides and $1,203,333 for a contract with AdvancePath to operate the program. The total permanent annual savings generated from staff reductions, the LED lighting upgrade and material costs is $1,362,800. The project is self-sustaining since the ongoing costs of $1,269,333 are less than the total annual savings of $1,362,800.

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 from December 1, 2013 to August 31, 2014

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

The Project Team will coordinate each stage of the project amongst partner and district key leaders. Weekly Team meetings during the planning phase and at least bi-monthly throughout the implementation phase of the project will ensure deadlines are being met, communication is delivered to all stakeholders and modifications to the project can be made timely in response to stakeholder feedback. Monthly progress reports will be provided to the Academic Distress Commission to ensure accountability. Communication that occurred during the application phase of the project included multiple meeting with Project Partners, including a site visit to the AdvancePath Academy in Lansing, MI; weekly meetings with the district's Executive Leadership Team; presentation to the Lorain Academic Distress Commission and collection of feedback from principals and teachers. MILESTONES & DEADLINES/PERSON RESPONSIBLE (noted in parenthesis): Press Release to local newspapers regarding grant project (upon notice of grant award, Project Team Leader - Dr. Lemmerman); Establish Project Team Meeting Schedule and Confirm Specific Activities and Time lines (Aug 2014, Dr. Lemmerman); Communication of Project to Academic Commission, Board of Education, district staff, parents, students, partners and community via Commission and Board meetings, Building Leadership Team meetings at schools; district newsletter, website, brochures developed and mailed to parents and community stakeholders (civic and business) (Aug 2014, Project Team); Construction Upgrades Complete (Aug 2014, Operations Department); Order Materials/Set-Up New School (Aug 2014, Project Team/Operations); Establish Prof. Dev. Schedule/Curriculum Alignment (Aug 2014, Project Team/Teaching & Learning Division & AdvancePath Curriculum Director); Select Staff (Aug 2014, Project Team/HR Dept.; Evaluation: Execute Contract with External Evaluator (Aug 2014, Project Team/External Evaluator).

* Anticipated barriers to successful completion of the planning phase

As part of the planning process, LCS has identified potential barriers to implementation and designed the project to mitigate these barriers. AdvancePath Academics has already conducted a feasibility study to assess the district's current climate and structure in order to identify any potential implementation barriers. The AdvancePath Project Team spent two days meeting with district leadership including the superintendent, treasurer, assistant superintendents, curriculum directors, and executive directors of operations and human resources. Potential barriers identified and discussed include: locating a physical space needed to bring the two alternative schools under one roof, existing union contracts that limit the district's ability to assign staff to the alternative school based on qualifications, and Ohio laws that may prohibit changing the school day from 6.5 to 4 hours. The Operations Department was able to resolve the building issue and identified an office building that can easily be converted to a school to house the alternative program. Union leadership has been amenable to these arrangements in the past, and the district expects to reach agreement once the grant is awarded. In addition, AdvancePath and District Leadership has begun conversations with the Ohio Department of Education and the Governor's Office to receive a waiver to reduce the school day. In order to expedite the negotiation of contracts for the LED lighting upgrade and renovations to the building that will house the two alternative schools, the district has already sought quotes from vendors so that contracts and purchase orders can be issued quickly upon grant award.

18. Implementation - Process to achieve project goals

* Date Range from September 1, 2014 - June 30, 2020

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

The Project Team will coordinate each stage of the project amongst partner and district key leaders. Weekly Team meetings at least bi-
monthly throughout the implementation phase of the project will ensure deadlines are being met, communication is delivered to all stakeholders and modifications to the project can be made timely in response to stakeholder feedback. MILESTONES & DEADLINES/PERSON RESPONSIBLE (noted in parenthesis): LED Lighting Upgrade (Sept - Oct 2014; District Operations Department); AdvancePath Accelerated Academy Opens/AdvancePath Advantage Program Begins at Lorain High School (Sept 2014, Project Team); Ongoing Professional Development & Coaching Support from AdvancePath to ensure fidelity of implementation (Sept 2014 - May 2020, AdvancePath Regional Director); Observation of teachers using new instructional strategies (Oct 2014 - June 30, 2020, District & Advance Path Curriculum Team); Communication: Project Updates delivered via monthly District Leadership Team Meetings and monthly building staff meetings (all teachers), website (all stakeholders), district newsletters (parents, staff, community) and via Parent Workshops held once per semester at each school (Sept 2014-June 30, 2020, Project Team - Dr. Lemmerman); Evaluation/Interim Measurement: Quarterly student benchmarking data collected and analyzed, collect surveys after each professional development; administer annual parent, teacher and student satisfaction surveys; Mid-Year Evaluation submitted each January; Ongoing implementation of modifications in response to data and feedback (Nov 2014-June 30, 2020, Project Team - Dr. Lemmerman); Preparation to Implement AdvancePath Prepatory Academy (Jan - Aug 2015, Project Team); Prepatory Academy Opens (First Day of School in August 2015, Project Team).

* Anticipated barriers to successful completion of the implementation phase.

LCS recognizes that opening the AdvancePath Accelerated Academy in September 2014 is an aggressive plan when grant awards aren't anticipated until late July. District and AdvancePath staff are committed to this time frame and have worked during the planning phase to prepare to begin the project immediately upon notification of grant award. As explained previously, we secured grants for all work necessary to merge the two existing alternative schools under one roof in a new building. The Operations Department has already drawn up the plans for needed renovations, and if necessary, the district will compensate staff for over-time hours. Should unexpected delays happen and the new facility isn't ready within the current timeframe, the district will plan to move the two existing schools to the new facility by the end of October. Since a principal and secretary of one of the schools will already be eliminated in August 2014, the district will assign an Assistant Principal from another building until the new building is ready to open. In addition, the district recognizes that the instructional transformation of a blended learning model requires intensive and ongoing professional development, as well as teacher buy-in. To address these issues, AdvancePath will assign an Educational Consultant to provide ongoing coaching and support that is tailored for individual teachers' needs. To address teacher buy-in, the district will assign teachers to the new program based on an interview process that assesses not only their educational qualifications but their motivation to adopt new instructional practices. In addition, to address resistance to change, teachers will be held accountable for using new technology strategies by principals and central office personnel through the walk through process.

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

* Date Range September 1, 2014-June 30, 2020

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

Ms. Shara Davis, Director of the Public Services Institute & Joint Center for Policy Research at Lorain County Community College will coordinate the local evaluation. Ms. Davis has significant experience with survey development, outcome-based program evaluation, and benchmarking analysis. They have conducted numerous studies on the impact of educational reform initiatives in Lorain, as well as several other school districts. The summative evaluation will take place in June 2015 and each June thereafter over a five-year period through June 2020. MILESTONES & DEADLINES/PERSON RESPONSIBLE (noted in parenthesis): Protocols Established, Survey Development, Baseline Data Collected (Sept - October 2014, Project Team/External Evaluator - Ms. Davis); Quarterly student benchmarking data collected and analyzed, collect surveys after each professional development; administer annual parent, teacher and student satisfaction surveys; Mid-Year Evaluation submitted each January; Ongoing implementation of modifications in response to data and feedback (Oct 2015-June 30, 2020, Project Team/External Evaluator - Ms. Davis). Results of annual summative evaluations will be published by LCS and disseminated to the educational community. In this way, promising services can be field tested and piloted by other districts, higher education institutions, and community-based organizations dedicated to increasing student achievement.

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

A potential barrier to the evaluation is difficulty obtaining completed surveys from stakeholders, especially parents. Based on previous experience evaluating other education programs, the district will coordinate survey completion for students and staff during the school day. Time will be reserved during the schedule so that the survey can be completed online using an electric tool such as SurveyMonkey. Parents are most likely to answer survey questions if a district staff member calls them and conducts the survey with them via phone. District staff will prioritize phoning parents to complete the survey.

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:

Lorain City Schools will apply ideology of the Disruptive Innovation Theory to transform our traditional alternative school setting. The AdvancePath Academy will consist of a large open space with small, personalized, safe learning environments with supportive scaffolding pedagogy for students who have been unsuccessful in previous educational environments. Furniture will facilitate movement within the classroom and allow for flexible groups. Bell schedules, timed class periods, and ridged school day hours will disappear and be replaced with a truly innovative flex schedule for the students. Students will no longer attend a traditional 6.5 hour day that includes wasted time for transition between class periods and homeroom time for attendance and announcements. Instead, students will be able to attend one of three, four-hour instructional sessions - a morning session, afternoon session and a twilight session - where instructional time will be focused and effective. Instructional delivery will be completely transformed through a blending learning model in which 60% of instruction is delivered via online software. Teachers will no longer provide "stand and deliver" lectures. Instead, each student will work on self-paced courses geared at maintaining forward progress toward graduation. When students are using technology as a tool or a support for communicating with others, they are in an active role rather than the passive role of recipient of information transmitted by a teacher, textbook,
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.

The AdvancePath model was recognized as an effective model of disruptive innovation in a 2013 study conducted by the Clayton Christensen Institute for Disruptive Innovation (Christensen, Horn, and Staker, 2013). Specifically, AdvancePath is a model of blended learning that supports a comprehensive alternative education system, combining the power of integrated student services and mentoring for students with a clear focus on meeting each student’s academic needs. The model takes full advantage of technology-based learning resources supported by a team of teachers trained to work together with all students. The instructional practices utilized throughout the model include collaborative group work, writing-to-learn, high level questioning, scaffolding of text, and classroom talk are research- and evidence-based strategies proven to work effectively for at-risk learners who are the targeted population for this program (Marzano, Pickering, and Pollock, 2001; Ormrod, 2006.). The AdvancePath Model further provides students with the support from a teacher who has the time and passion that reduces the student’s feeling of isolation that research confirms is a significant reason why students drop out and fail to earn a diploma that they have the skills to obtain (Chapman & Sawyer, 2001; Mizelle, 1999 & 2005). AdvancePath is a proven program that will help the district meet its student achievement goals. AdvancePath Academics has been serving at-risk youth since 2006, demonstrating with more than 22,000 students that this student population can learn and succeed in the right environment. The first AdvancePath Academy was implemented in Gilroy, California in April, 2006, and it remains operational. Today, AdvancePath operates Academies in California, Maryland, Michigan, and Alaska, serving more than 4,000 students annually. With an overall student success rate of 90%, over 5,000 students have received their high school diplomas to date. Over 50% of our graduates extend their academic program beyond high school graduation. In 2012, the AdvancePath Academy at Fred C. Boyer High School in Modesto, California was awarded the National Dropout Prevention Network’s Crystal Star Award of Excellence in Dropout Recovery, Intervention, and Prevention. The statistics from the 2011?2012 school year bear out the effectiveness of the Academy’s model in improving educational outcomes for at-risk students: The Academy served 237 students during the academic year, most of whom were 40?45 percent credit deficient (1 to 1.5 years behind) upon enrollment. Over 56 percent of them (135) earned their District diploma. Seventy of the remaining students have returned to the Academy, on track to graduate, having closed their deficiency gap to 10?15 percent. Twelve are now able to return to their comprehensive high school site. One more factor in this outstanding success rate is a strong commitment to attendance. The Academy reports an attendance rate of 87 percent. It is also worth noting that only three discipline referrals were accumulated during the recent school year. This is another amazing accomplishment when compared with the immediate past record of 250 referrals from among ten students - acquired prior to coming to the AdvancePath Academy. AdvancePath has also had success generating savings and putting more resources into the classroom since its blended learning model leverages technology and flexible scheduling to serve more kids with fewer teachers while achieving better academic outcomes. Other districts have realized savings in excess of $500,000 per year. The LED lighting upgrade included in this project has also been proven to generate costs savings for school districts. According to the Energy Information Administration (EIA) 30-40% of the electricity used in schools is accounted for by lighting consumption that could be reduced by 50% or more through upgrades involving cutting energy efficient technologies (American School & Ho

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.

This will be an external evaluation conducted by Shara L. Davis, Director of the Public Services Institute (PSI) and its Joint Center for Policy Research (JCPR) at Lorain County Community College, 1005 Abbe Road North, Elyria, OH 44052; 440-366-7578; sdavis@loraincc.edu.
* 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.)

While a summative evaluation will be completed in June 2015, this evaluation will continue annually through June 2020. This project’s evaluation will address: 1) students’ academic achievement and their satisfaction with the new blended learning environment; 2) teachers’ use of instructional strategies, and satisfaction with new blending learning strategies and professional development; 3) parents’ involvement in parent engagement activities and satisfaction with the project; 4) Spending reductions in the Five-Year Forecast and 5.) Utilizing a greater share of resources in the classroom. Quantitative measures will be used to determine the extent to which the project meets the goals and benchmarks as described in question 24. The Evaluation Team will design, distribute, collect and analyze annual surveys to students, teachers, and parents to determine their satisfaction with the project. The surveys will be designed to identify the degree to which these stakeholders experience the characteristics anticipated within a highly effective blended learning environment (e.g. increased student engagement in individual learning, increased interactive and project based learning, daily integration of blended learning strategies). Results of annual summative evaluations will be published by LCS and disseminated to the educational community. In this way, promising services can be field tested and piloted by other districts, higher education institutions, and community-based organizations dedicated to increasing student achievement.

* 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 evaluation will further assess overall project operation with a consideration of the project’s ability to complete identified tasks in its implementation plan and make modifications if measured progress is insufficient. At the system operation level, the evaluation will assess the degree to which the project succeeds in developing an effective service delivery network, and the extent to which stakeholders are satisfied with the project. Specifically, the evaluation will assess the degree to which: 1) LCS and its partners follow the project implementation plan and meet its deadlines; 2) project staff communicate clearly to each other and to the schools; 4) project staff respond promptly and effectively to problems/obstacles as they arise; and 5) the project communicates its purpose and services to the broader community. These factors will be evaluated by submitting the following documentation to the Academic Distress Commission twice each year: feedback from school principals and partner organization leaders; samples of written communication between the project partners and between partners and target schools; and review of agendas/minutes of monthly Project Team meetings. The Evaluation Team will develop all necessary tools and protocols to conduct the evaluation, and will coordinate data retrieval from assessments, surveys, classroom walkthroughs, lesson plans and parent participation logs. To facilitate mid-course corrections due to insufficient progress, each January a mid-year evaluation report will be generated and shared with the Academic Distress Commission, LCS Board of Education and project partners. Based on the data and feedback from these entities, mid-course corrections to project implementation will be made.

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.

Given the instructional transformation and significant gains of achievement expected from this project, the lasting value and impact is substantial. This project will revolutionize alternative education for Lorain’s students through a blended learning model that disrupts the traditional school setting. Based on research and past success, the program provides 60% of instruction via online software and trains teachers to support individual learning for each student through collaborative projects, one-on-one tutoring and experiential learning. The open concept setting allows for flexible groups and mirrors the environment of a professional office as opposed to a typical classroom. Students are given the option to attend school during one of three, four-hour sessions so they can still fulfill work commitments or care for their own children. Wrap-around services including counseling, resiliency skill-building, parent engagement and career/college exploration will address the social/emotional barriers that impede academic success. The AdvancePath program truly empowers students by providing them with the education and skills needed to succeed in life. This transformation is especially critical for Lorain’s at-risk students who are desperately struggling – only 34% are graduating from high school! Their failure becomes our failure when they drop out of school completely without any skills or ability to become productive members of society. High school drop-outs are 3.5 times more likely than graduates to be incarcerated and contribute disproportionately to unemployment, food stamps, housing assistance and welfare costs. We know that the program has worked in 22 other schools with an overall student success rate of 90%, over 5,000 students have received their high school diplomas and 50% of graduates extend their academic program beyond high school graduation. Given this experience, we are confident that the student achievement goals set by this project are attainable. The project anticipates achievement gains on standardized tests to increase as much as 60 percentage points over six years, with gains to the graduation rate of 60%. Without this project, our education system will continue to fail our children. Lorain City Schools is firmly positioned to sustain the educational transformation that is being proposed in this Straight A Fund proposal. The project is fully supported by the district’s Executive Leadership Team, Superintendent, Board of Education and Academic Distress Commission. The project is deeply aligned to Lorain’s Academic Recovery Plan approved by Dr. Ross, Superintendent of Public Instruction, which means the project is considered a high priority and essential strategy for increasing student achievement. This high level of leadership support and commitment will ensure the project will continue beyond the grant period. From a financial perspective, this project will generate more than sufficient savings that will offset the sustaining costs. As outlined in Questions 12 through 14, the ongoing project costs to sustain the AdvancePath program are offset by total permanent annual savings generated from staff reductions, the LED lighting upgrade and material costs. The LED lighting upgrade alone generates a permanent saving of $3.9 million over 15 years that will be utilized to sustain this project. This is a substantial savings that will be realized indefinitely.

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

Student achievement outcomes were developed in conjunction with AdvancePath based on their experience and past success with similar
schools. All goals aim for growth each year for six years (FY15-20). In order to benchmark progress toward increased proficiency on state assessments (increase 11% per year in math and 10% in reading, science and social studies), data from the NWEA Measure of Academic Progress (MAP) assessment will be analyzed each trimester in the core subjects (Sept, Jan, May). In order to ensure goals are achieved, it is expected that incremental progress is made each trimester on MAP assessments (at least 3% growth each trimester, each year). To benchmark attendance (reach 82.5% in Year 1 and 85% each year thereafter) and behavior goals (decrease expulsions/suspensions by 10% each year), data will be tracked daily by school staff and reviewed monthly by the Project Team. Incremental progress for attendance and behavior is expected to be between 2 and 3% each quarter. To meet the graduation goal (increase high school graduation by 10% each year), the Project Team will benchmark high school student progress toward recovering and earning sufficient credit as follows: (1) 70% of sophomores entering the program who are 3 credits or fewer behind, will get back on track and graduate by the end of their senior year; (2) 50% of juniors entering the program who are 3 credits or fewer behind, will get back on track and graduate by the end of their senior year; and (3) 25% of seniors entering the program who are 4.5 credits or fewer behind will graduate at the end of their senior year and an additional 25% will graduate at the end of the summer session following their senior year. The project also aims to increase post-secondary enrollment of alternative education students by 5% each year. Progress in this area will be benchmarked quarterly based on the number of seniors who apply for acceptance to post-secondary institutions.

25. Is this project able to be replicated in other districts in Ohio?

- [ ] Yes
- [ ] No

*Explain your response*

AdvancePath Academies could become a model of disruptive innovation for transforming alternative education in the State of Ohio. In fact, leaders from AdvancePath Academics and Lorain City Schools have begun conversations with the Governor's Office and the Ohio Department of Education to promote such a plan. Lorain will be the first AdvancePath Academy in Ohio, and district leadership would like to assist other districts interested in replicating the program by hosting site visits and creating a professional learning community to share its experience with other districts across Ohio. California has already taken the lead in promoting AdvancePath as a state-wide initiative. In 2009, the California State Attendance Review Board noted AdvancePath as a "model program." The Board recommended that districts in California should consider partnering with AdvancePath Academics to establish programs for at-risk youth. With a commitment to the rigor and relevance of the curriculum and the creation of a positive learning environment where students can regain their confidence, AdvancePath is bringing to its district partners an economical and effective strategy for increasing graduation rates. The AdvancePath program has already been replicated 22 times as it is currently serving about 4,000 students a year, in 22 sites across 4 states. The AdvancePath Model is scalable and efficient, and can be customized to meet the varied needs of individual school districts in serving the at-risk student population. Research and practical application show blended learning environments can address the needs of the student population with less overhead in terms of professional and support personnel, i.e., staff reductions including principals, teachers, counselors, secretaries, etc. This reduction in overhead provides the means to cover the costs for program implementation and sustainability. AdvancePath Academics Leadership assists districts with facility set-up, staffing, training, technology, data systems, academic curriculum and wrap-around services. This extensive support from AdvancePath significantly reduces the time and effort required of district leadership to implement the program. In order to increase the scale of the AdvancePath program and realize additional savings in the five-year forecast, Lorain is seeking Straight A grant funds to perform an LED lighting retrofit to 13 district facilities. Other districts could seek grant funds to cover the LED retrofit via the US Department of Energy or US Environmental Protection Agency. In the event that grant funds are not an option or are not available, a district could retrofit one or two buildings at a time over a period of years in order to realize the full potential of savings. A district could also look to the provisions outlined in House Bill 264. House Bill 264, the Energy Conservation Program gives districts the ability, in one limited instance, to borrow funds to make energy efficiency improvements. (Please note that Lorain is seeking Straight A funds for this purpose rather than HB 264 since the district already has $2.6 million in annual loan payments and is not in a position to borrow funds for these energy improvements.)
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.” Thomas Tucker, Superintendent, Lorain City Schools, April 18, 2014
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## Partnerships

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<tr>
<td>Roy</td>
<td>Church</td>
<td>440-366-4040</td>
<td><a href="mailto:rchurch@lorainccc.edu">rchurch@lorainccc.edu</a></td>
<td>Lorain County Community College</td>
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<td>1005 Abbe Road North, Elyria, OH, 44035</td>
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<tr>
<td>John</td>
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<td>757-208-0900</td>
<td><a href="mailto:jmurray@advancepath.com">jmurray@advancepath.com</a></td>
<td>AdvancePath Academics</td>
<td></td>
<td>4125 Ironbound Road, Suite 201, Williamsburg, VA, 23188</td>
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<td>Reginald</td>
<td>Underwood</td>
<td>Regional Vice President Eastern Region, AdvancePath Academics</td>
<td>Mr. Underwood will collaborate with Dr. Lemmerman, the district's Senior Director for Teaching &amp; Learning to provide oversight and management of the AdvancePath program. He will coordinate AdvancePath services including: (1) Oversight of Academy Operations (enrollment, attendance and academic attainment); (2) Supervision and development of an Education Consultant who will provide training and support to teachers to ensure compliance with the AdvancePath model and culture as well as established policies and procedures; (3) Establishment and maintenance of good working relationships with school and District leadership and adherence to regular and ad-hoc reporting methods established; (4) Fostering strong teamwork and best practices between the teachers and AdvancePath staff and other AdvancePath programs in the region; (5) Direction and support of the Academy Community Outreach effort in attracting and retaining students; (6) Serve as a liaison to the AdvancePath Corporate Staff to ensure all deliverables are met.</td>
<td>Mr. Underwood has spent the past 15 years in education in Virginia. Prior to joining the AdvancePath team, he was the Assistant Superintendent of Instruction for Charles City County Public Schools where he was responsible for academic and instructional growth and development. Reggie has also served as a middle school principal, high school assistant principal and teacher and alternative education instructor. Before embarking upon a career in education, Reggie spent 20 years in the fast-food industry as a district manager and owner-operator of several Burger King Restaurants in Virginia and Washington, D.C. Reggie received his BA from the University of Wisconsin-Milwaukee, Masters of Teaching from Virginia Commonwealth University, and is presently a Doctoral Candidate at Virginia Polytechnic Institute and State University.</td>
<td>Mr. Underwood has nearly 6 years of experience as a VP of Operations with AdvancePath Academics. During that time he has overseen operations in AdvancePath's eastern US region, including Academies in Maryland, Michigan, and the District of Columbia. These Academies have collectively served more than 10,000 non-traditional high school students, graduating more than 1,500 directly and enabling many thousands more to get back on track and return to their mainstream school. Mr. Underwood has also been instrumental in expanding the AdvancePath model to serve middle school students, overseeing the launch of the first AdvancePath middle school offering in the 2013-14 school year. The Academies currently under Mr. Underwood's supervision have total enrollment of more than 1,000 students, contain 35 full-time instructional staff, and are supported by two AdvancePath Education Consultants.</td>
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<td>Shara</td>
<td>Davis</td>
<td>Director of the Public Services Institute &amp; Joint Center for Policy Research at Lorain County Community</td>
<td>Ms. Davis will lead the annual evaluation of the project to include development of evaluation protocols, survey instruments, and data analysis to determine project impact. She will provide a mid-year evaluation and</td>
<td>Shara L. Davis is Director of the Public Services Institute (PSI) and its Joint Center for Policy Research (JCPR) at Lorain County Community College. She has a Masters degree in Political Science which she earned in 1987. She began her career in marketing and policy research and has extensive experience in research design and application. Ms. Davis</td>
<td>Ms. Davis has served as the chief evaluator for numerous grants and projects, including three multi-million dollar Federal GEAR UP grants for Lorain City Schools. Similar to Straight A, the evaluation of the GEAR</td>
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Shara L. Davis is Director of the Public Services Institute (PSI) and its Joint Center for Policy Research (JCPR) at Lorain County Community College. She has a Masters degree in Political Science which she earned in 1987. She began her career in marketing and policy research and has extensive experience in research design and application. Ms. Davis has served as the chief evaluator for numerous grants and projects, including three multi-million dollar Federal GEAR UP grants for Lorain City Schools. Similar to Straight A, the evaluation of the GEAR
| Christine | Mooney | Manager of Curriculum, AdvancePath Academics | Ms. Mooney will oversee the development of all curricula for the AdvancePath program in conjunction with LCS staff. Her responsibilities include: (1) Understanding the latest research in the use of technology in a blended learning environment; (2) Monitoring AdvancePath's usage model at Academies to ensure teachers have appropriate resources, training, and materials to engage students in research-based learning strategies; (3) Designing | Ms. Mooney earned her B.S. from the State University of New York at New Paltz and two Master's degrees from the College of New Rochelle, the first in Reading and the second in School Administration, specializing in Staff Development. She has begun pursuing doctoral studies at The College of William and Mary. | Ms. Mooney has twelve years of experience with developing curriculum, as well as designing and delivering professional development. Before joining AdvancePath, Ms. Mooney spent over 20 years in public education. She began her career as a bilingual elementary teacher and then supported teachers and students as a reading specialist and literacy coach. She served in many capacities in campus-based |
instructional strategies that allow the Academy staff to deliver effective support to students while maintaining model and academic integrity (developing small group and project-based learning experiences that complement the online curriculum); (4) Creating engaging lessons, assessments, rubrics, and interdisciplinary learning experiences that are aligned with district, state, and common core standards across a number of subject disciplines; (5) Understanding District requirements for graduation and course promotion and ensuring that AdvancePath adheres to these protocols; (6) Assisting in the oversight of AdvancePath’s current curriculum offering and usage in the Academies including ongoing account/user management; (7) Designing and implementing training programs for Academy staff for both existing and new curricula, ensuring consistent delivery methodologies across all Academies; (8) Evaluating the efficacy of AdvancePath’s curriculum as measured by ongoing student performance, recommending and implementing improvement strategies where indicated; (9) Working with District and Academy staff, delivering project management, implementation, and training plans for curriculum rollouts and updates.

Cynthia Lemmerman
Senior Director for Teaching & Learning, Lorain City Schools

Dr. Cynthia Lemmerman is Lorain City Schools’ Senior Director of Teaching & Learning for all middle and secondary schools, including alternative schools. She will lead the Project Team to ensure the project is implemented with fidelity in collaboration with

Dr. Lemmerman is an educational leader with expertise in the fields of grant administration and education reform. She has significant project management experience of large-scale education projects with more than 30 years of experience in education as a teacher, curriculum director, and superintendent. Dr. Lemmerman served as the Associate Superintendent for the

Dr. Lemmerman has relevant experience implementing alternative school programming for at-risk students. While serving Lakewood City Schools (Ohio) as the Assistant Superintendent of Curriculum & Instruction, Dr.
Partner staff. Specifically, she will lead monthly team meetings, communication with all stakeholders, procurement and curriculum alignment. In addition, she will provide direct supervision of the principals of the schools where project services will be delivered, and serve as the liaison to the external evaluator to ensure they receive timely district-level data. Dr. Lemmerman will further coordinate with other district departments including Human Resources, Operations, Procurement and Finance, as needed to ensure timely implementation of all project activities such as hiring and placement of project staff, construction and LED lighting upgrades, as well as securing contracts and purchase orders.

Center of School Improvement for the Ohio Department of Education (ODE). In this capacity she was responsible for developing, implementing and evaluating Ohio's School Improvement Grant, Area E of Ohio's Race to the Top grant and the distribution and program oversight of over $6 Billion in Federal grants to all Ohio school districts. While superintendent of Fostoria City Schools (Ohio), Dr. Lemmerman received commendation from the Ohio Department of Education as a District Continuing to Improve. In addition to holding a Doctorate in Educational Leadership from Ashland University, Dr. Lemmerman has a Master of Arts in Educational Administration/Supervision from Baldwin Wallace College, a Bachelor of Science in K-8 Education from Otterbein University, as well as a Superintendent's Certificate.

Lemmerman was responsible for implementing an alternative high school program for 200 at-risk ninth graders. Similar to students in Lorain, selected students' profiles indicated they had struggled in traditional classroom settings due to gaps in their learning which had not been addressed. As superintendent of Fostoria City Schools, she utilized the successful strategies from the at-risk ninth grade program to develop a blended learning opportunity for students who were credit deficient after completing their ninth grade year. Teachers provided an individualized educational experience where students worked with a customized set of courses in concert with personalized support from several mental health agencies. Students were required to satisfy the same graduation requirements as their peers. All students had the goal to earn a high school diploma with a plan for college or career program after graduation. Dr. Lemmerman is passionate about improving educational opportunities for all students where individualized learning provides the tools and supports students need along the path to graduation. Along with mastering student needs is the focus on sustainable professional development to improve the teaching and learning experience for the teaching staff.