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Adjusted Allocation: 0.00
Remaining: -1,491,000.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
C3 - Connected College Counseling

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

Connected College Counseling (C3) brings together innovative technology tools, student self-advocacy, and new guidance strategies to maximize college access and success for today's high school students. Using a cutting-edge blended learning approach that includes badging and mobile learning, C3 will integrate the best digital resources with smart, timely advising techniques to significantly increase the percentage of students who graduate from high school prepared for college work, who seize the most promising college options, and who successfully fulfill their college potential.

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.

2400 3. Total Students Impacted:

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

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

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

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

First Name, last Name of contact for lead applicant
Andrew Pasquinilli

Organizational name of lead applicant
Nexus Academy

Address of lead applicant
4689 Hilton Corporate Drive, Columbus OH 43232

Phone Number of lead applicant
614-866-4761

Email Address of lead applicant
apasquinilli@connectionseducation.com

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

- Yes
- No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The need for post-secondary education is more urgent today than ever before - both for individual student success and for the future vibrancy of our state and national economy. In fact, one major campaign by the Lumina Foundation has thrown down the gauntlet to increase the proportion of Americans with high-quality college degrees, certificates or other credentials to 60% by 2025.[1] Yet despite (or perhaps because of) the increased focus on college and the explosion of consumer-oriented college-related web resources, high school students find themselves stymied by disconnected information and impersonal guidance about their best personal path to college success. For their part, school counselors too often lack the tools and training they need to empower students to focus on what matters most. The result is poor academic and financial planning, "under-matching" of students to the post-secondary options that would best secure their futures, and a discouraging rate of college completion. Students get a limp start on college-prep course work and never really catch up. They default to the local community college because they're unaware of other choices that are both attainable and affordable for them. Or they go to their dream college but end up in remedial courses facing an expensive six-to-eight-year road to graduation. These challenges are particularly steep among students who are the first in their families to aim for college, low-income students, and students of color. For example, statistics from the U.S. Department of Education show a sharp uptick - from 23% to 55% - in the percentage of low-income high school graduates enrolling in college from 1972 to 2009; however, those students' overall rate of attaining bachelor's degrees by age 24 barely budged in that same period, from 7% to 8%.[2] [1] http://www.luminafoundation.org/goal_2025.html [2] http://www.usatoday.com/story/news/nation/2014/03/09/sat-college-board-admissions/6181365/

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

C3 will integrate carefully curated technology tools with targeted training for students and counselors to fix the "leaky funnel" of college access and success. The C3 team of school leaders, counselors, technologists and students will select tools that focus on: * Assessment of college-ready "soft skills," such as Success Highways * Assessment of academic readiness, such as the ACT suite * Innovative ways to explore and select colleges, such as PossibilityU * Streamlining application processes, such as Parchment for transcript delivery * Tapping into forthcoming efficiencies in FAFSA and the Common App * Capturing post-high school data (e.g. college enrollment and persistence), such as the National Student Clearinghouse * School-specific data analysis, tracking, and communication. Tools will be selected for usability across many kinds of technology platforms, with a prioritization on mobile devices that personalize guidance and literally put into students’ hands the responsibility for advocating for their own futures. Even more important to C3 than the curated suite of technology tools is deep, collaborative professional development for school counselors, academic coaches, and others to help each student find his or her best path to college success. Professional staff will learn how to use data effectively to identify areas of student growth, leverage social learning, and motivate even the most reluctant future college grad. Meanwhile, training modules aimed at students will help them use technology to expand their horizons, take advantage of peer relationships and other forms of social capital, and persevere through the long, sometimes difficult march to college success. C3 will be piloted at a consortium of cutting-edge online and blended schools where personalized, data-driven education is the norm, but will be designed for replication by traditional high schools and districts as well.

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.)

As a result of the C3 program, students in consortium schools will graduate from high school fully prepared for post-secondary success, as measured by the increasing percentage of students who take honors, Advanced Placement, and college courses; who perform successfully on qualifying exams; and who fulfill their personalized college/career readiness plans.

- 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 exchange for the C3 consortium schools (Ohio Connections Academy and the Nexus Academy blended schools in Columbus, Toledo, and Cleveland) testing and integrating tools on behalf of the nationwide school network, the network will cover the consortium's ongoing cost for using these tools. In addition, the consortium will invest in purchased student technologies to save ongoing leasing fees.

- 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.)
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.

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.

1,491,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The overall budget for the C3 program is made up of the following major cost categories; * Purchased Services (Object Code 400) represent the bulk of grant costs. Under Purpose Code Support Services, these include consultation on program development at $200,000; evaluation cost of $100,000; computer programming costs for integration of tools at $200,000; development and deployment of badges, $225,000; licenses for 10 or more technology tools at $350,000 total; and waived testing fees for students in need, $30,000. Under Purpose Code Instruction, we request $120,000 for development of self-advocacy learning modules for students. Under Purpose Code Professional Development, we request training for school counselors at $120,000. Under Purpose Code Family/Community, the request is for $120,000 for development of parent training materials. The total request for Purchased Services is $1,365,000. * Capital Outlay (Object Code 600), consists of $48,000 in purchased student technology under Purpose Code Instruction. * Salaries (Object Code 100) of $60,000 for a shared Manager of Counseling/Program Manager falls under Purpose Code Support Services, as do Retirement/Fringe Benefits (Object Code 200) of $18,000.
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.

The only costs that will be incurred by the consortium schools after June 30 of the grant year will be $30,000 in waived testing fees for students in need. All other costs for the program, including the shared Manager of Counseling, will be absorbed by the schools’ national network/education management organization.

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.

60,000.00 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 why.

Through its one-time investment of $48,000 in purchased student technology, the consortium will save $60,000 annually in leased technology costs.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year. The C3 project is self-sustaining because its grant-year investments in development, integration, and deployment of college counseling tools and strategies allow the consortium schools to benefit from these improvements in future years without bearing additional costs. Any residual costs, including that of the Counseling Manager, will be absorbed by the national network that supports the consortium schools. The one exception to this arrangement is the provision of testing fee waivers for students in need. Any costs for this aspect of the program in the years following the grant will be offset by savings the schools realize through purchase of certain student technologies (laptops and tablets) that would otherwise be leased, saving the schools an estimated $60,000 per year - substantially more than any recurring testing costs.

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 timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range: July-August 2014

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

The following activities and events are anticipated for the Planning phase from July-August 2014. Weekly Hold Weekly Consortium Coordination Calls July Grant Approval July Counseling Manager/C3 Project Manager Hired July-August C3 Team Curates Initial Tech Tools August Training/PD Plan Developed August Evaluator Selected

* Anticipated barriers to successful completion of the planning phase

Possible barriers include later-than-expected grant approval, which would require extending the Planning period into first semester of the school year; inability to identify/secure a Counseling Manager/C3 Project Manager, which would require consortium members to conduct key activities themselves; and scheduling challenges bringing stakeholders together for professional development, which would require a shift to web conferencing.

18. Implementation - Process to achieve project goals

* Date Range: September 2014 and June 2015

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

The following activities and events are anticipated for the Implementation Phase of C3 anticipated to take place between September 2014 and June 2015. Weekly Hold Weekly Consortium Coordination Calls September Student and Staff Orientation to Tools September-December Development of Badges and Light Integration of Tools September-December Soft Pilot of C3 Program September Counselor Training Intensive October - June Counselor PLC - Collaborative Training and Support October Student Advocacy Workshops November Coach and Parent Workshops December College Success Fair - Online and Onsite December Tech Tool Revision/Replacement January-June Full Pilot of C3 Program

* Anticipated barriers to successful completion of the implementation phase.

Possible barriers to adherence to this timeline, and production of the milestones and deliverables it promises, include: slower-than-expected completion of counselor training; delays in execution of student and coach and parent workshops; and unexpected delay of College Success Fair.

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

* Date Range: January and August of 2015

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

The following activities and events are anticipated for the Summative Evaluation phases of the C3 program, which are anticipated to take place between January and August of 2015, following selection of an evaluator in November 2014 (see Implementation timeline, previously stated). Weekly Hold Weekly Consortium Coordination Calls August-December Formative Evaluation of Soft Pilot Jan.-June Evaluation of C3 Pilot June Draft of Evaluation Report July Final Evaluation Report August Dissemination

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

Barriers to fulfilling the Summative Evaluation timeline might include delays or complications in roll out of C3, which will provide much of the observational material for the evaluator; a thinner or shorter pilot would impact the depth of the evaluation exercise, and might necessitate refocusing evaluation efforts in part on process rather than product. In addition, delays in the draft or final evaluator report could impact roll-out of the post-grant program, requiring it to be more fully tweaked in real-time.

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 C3 program will focus the high school experience on college and career readiness in a way that creates lasting change for the participating consortium schools and their staff, students, and families. As a result of implementing the C3 program with this grant, the Nexus Academy schools and Ohio Connections Academy will demonstrably improve the college success of all students, thus differentiating themselves from other community schools in Ohio and resulting in an increase in enrollment, particularly among college-bound students. Through cutting-edge use of online tools and offline strategies, the consortium will provide a lasting model for student-centered, results-oriented counseling. The school counselors will involve their peers on the instructional teams in collaboratively building out the C3 program, including badges and student training modules, thereby equipping all school staff to effectively promote the college-going culture. The behavior of individual students and their parents is expected to change as well. Not only will C3 increase the graduation rate and the number of successful college applications, but its engaging badge approach will boost student motivation while its self-advocacy training will...
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.

The C3 program builds on education research to ensure the student achievement gains outlined in item 24. The program's spending reductions and shared service delivery model will support these same gains. In its January 2014 "Education Datapalooza to Promote Innovation in Improving College Access, Affordability, and Completion," the White House focused on empowering students and families with apps, websites, and other tools to help them make informed decisions about going to and paying for college (http://wh.gov/l6H3). The C3 project will bring these kinds of empowering tools into daily play for consortium students. The National College Access Network (www.collegeaccess.org) highlights early awareness (beginning no later than 9th grade) and a full exploration of choices as key to successful college selection and enrollment. C3 will use these same strategies to maximize opportunities for consortium students. Self-advocacy is a concept that has taken root first in the disability community, with organizations such as Kids a Self Advocates (www.fvkasa.org). The C3 program will provide expanded self-advocacy training for all students. Badges like those proposed for C3 have been shown to "motivate participation and improved learning outcomes by offering feedback, milestones, and rewards throughout a course or learning experience," and "allow multiple pathways to learning and encourage focus on the development of specific skills" (see http://openbadges.org/faq/).

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.

The external evaluator for C3 is Lisa Hinkelman, Ph.D., who will provide both formative and summative guidance to the program. Dr. Hinkelman’s contact information is: 1335 Dublin Road, Suite 20A, Columbus, Ohio 43215; 614-488-8600; lisa@equifyourmind.com. Dr. Hinkelman is the owner of Equip Your Mind, LLC a firm specializing in counseling, educational consulting, research and evaluation. A graduate of Chatham College in Pittsburgh, Pennsylvania where she earned her degrees in Psychology and Education, Dr. Hinkelman earned her M.A. and Ph.D. in Counselor Education from The Ohio State University. Dr. Hinkelman completed training in mental health counseling and school counseling and served on the Counselor Education faculty at The Ohio State University for eight years. Dr Hinkelman has served as an independent evaluator for various educational programs and projects including those funded by the U.S. Department of Education (Elementary and Secondary School Counseling Demonstration Project), Knox County, Ohio (Community Health Assessment), Licking County, Ohio (Community Collaboration/Offender Reentry), The YWCA Columbus (Gen Y Leadership), and The Ohio State University Office of Outreach and Engagement (Women's Leadership Development).

* 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).

Dr. Hinkelman will be involved in the program development and pilot phases of the project to provide formative feedback to ensure the most effective implementation. This formative evaluation will be conducted during the pilot phase of the project to validate that the goals of the project are being achieved and to address any areas that need adjustment or improvement. Quantitative and qualitative evaluation methods will be used throughout the project to fully understand the impact of the interventions. Pre- and post-test evaluations of the professional development training that the teachers/counselors/coaches complete will assess the attitudes, knowledge, and skills of the educators. Additionally, interviews and focus groups with the Columbus, Toledo, and Cleveland faculty will provide insights into the effectiveness of the implementation of the new skills and approaches. Student outcomes will be assessed by tracking the impact of student use of and exposure to (quantity and dose) the aforementioned technology tools and their ensuing college-planning activities. The impact of the technology interventions will be assessed by tracking student attitudes and beliefs about their ability to attend and be successful in college as well as their behaviors related to engaging in college planning activities before and after the technology interventions. This data will be cross-referenced with previously collected data on the college pursuits of our students to make comparisons between the groups and to attempt to isolate the impact of the technological tools and educator training on student outcomes. Additionally, the project evaluator will assess the long-term and sustainable impact of the C3 project. Metrics will assess: student resiliency and non-academic college-readiness skills, student academic readiness for college, and student access to college exploration and admission information.

* 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.

If early indicators - such as number of student applications to college or the percentage of students taking advanced courses - show the
23. Describe the substantial value and lasting impact which the project hopes to achieve.

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

The C3 project will have a measurable lasting impact on consortium schools' rate of graduation, college acceptance and enrollment, and college success, as indicated by the specific benchmarks described in the response to question 24. Importantly, the C3 program and its impact will continue long after the grant period is complete. Investments made with grant funds toward professional development, integration of cut-edge tech tools, and an engaging badging framework will create self-sustaining improvements (based on cost savings and shared services articulated in item 24) that will ensure that program's lasting impact.

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

C3's student achievement objectives will be measured as follows: * In Year 1, 80% of students continuously enrolled in the program from October 1 through May 30 of the school year will earn at least 5 credits within that year, with the exception of successfully graduating seniors who require less than 5 credits to graduate; this percentage will increase each year by at least 1%. * 80% of full academic year students at consortium schools will achieve one year's worth of growth as measured by pre- and post-testing in Reading and Math. An annual increase in each school's 4-year cohort graduation rate, beginning with the first cohort impacted by the program. * An increase by 5% annually in the number of students at consortium schools earning college credits through dual enrollment programming with participating higher education institutions.

* Spending Reduction in the five-year fiscal forecast

The consortium proposes modest spending reductions in leased technology costs to offset the very minor sustaining expense of the program over time. The program's success in achieving these spending reductions will be measured by monthly reports to the Boards from the schools' fiscal officer.

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

C3 proposes shared services in three critical realms: A shared Manager of Counseling/Program Manager; shared technology tools; and shared "train the trainer" professional development. The success of C3 in achieving effectiveness in this shared delivery model will be measured through the evaluator's report and through achievement of student academic outcomes described previously.

* Other Anticipated Outcomes

C3 expects to create a self-sustaining, student-centered model for future-focused college counseling that not only helps students achieve college and career readiness in high school, but also equips them to be lifelong self-advocates for their own learning.

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

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 C3 program can be readily replicated by districts across Ohio. While the exact combination of technology tools might vary among implementations, the core concept of a specialized training for counselors and students along with a game-like progression through college-focused activities can easily be adopted by others. The C3 consortium schools will disseminate information about the program at conferences and via the media, and will welcome observation visits at any time.

Programs that wish to implement C3's shared services model must first apply for funding through the Straight A Fund. The C3 Program Manager will adjust the mix of tools, increase or alter professional development for counselors, and/or add additional student direct training workshops.
Andrew Pasquinilli, Principal, Nexus Academy of Columbus
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<tr>
<th>First Name</th>
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<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
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<tbody>
<tr>
<td>Brittaný</td>
<td>Sanford</td>
<td>(216) 361-1314</td>
<td><a href="mailto:bsanford@connectionseducation.com">bsanford@connectionseducation.com</a></td>
<td>Nexus Academy of Cleveland</td>
<td>013199</td>
<td>3615 Superior Ave E Bldg 44, Cleveland, OH, 44114-4138</td>
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<tr>
<td>Andrew</td>
<td>Pasquinilli</td>
<td>(614) 866-4761</td>
<td><a href="mailto:apasquinilli@connectionseducation.com">apasquinilli@connectionseducation.com</a></td>
<td>Nexus Academy of Columbus</td>
<td>013201</td>
<td>4689 Hilton Corporate Dr, Columbus, OH, 43232-4152</td>
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<tr>
<td>Andrea</td>
<td>Weilacher</td>
<td>(419) 244-8875</td>
<td><a href="mailto:aweilacher@connectionseducation.com">aweilacher@connectionseducation.com</a></td>
<td>Nexus Academy of Toledo</td>
<td>013200</td>
<td>600 Jefferson Ave, Toledo, OH, 43604-1071</td>
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<tr>
<td>Marie</td>
<td>Hanna</td>
<td>(513) 234-4900</td>
<td><a href="mailto:mhanna@connectionseducation.com">mhanna@connectionseducation.com</a></td>
<td>Ohio Connections Academy, Inc</td>
<td>000236</td>
<td>3740 Euclid Ave Ste 101, Cleveland, OH, 44115-2229</td>
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## Partnerships

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<tr>
<td>Mickey</td>
<td>Revenaugh</td>
<td>(800) 382-6010</td>
<td><a href="mailto:mrevenaugh@connectioneducation.com">mrevenaugh@connectioneducation.com</a></td>
<td>Connections Education</td>
<td></td>
<td>1001 Fleet Street, 5th Floor, Baltimore, MD, 21202</td>
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<tr>
<td>Tisha</td>
<td>Green Rinker</td>
<td>614-595-3543</td>
<td><a href="mailto:trinker@connectioneducation.com">trinker@connectioneducation.com</a></td>
<td>Connections Education</td>
<td></td>
<td>2271 Sonnington Drive, Dublin, OH, 43016</td>
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<tr>
<td>Dr. Lisa</td>
<td>Hinkelman</td>
<td>6144888600</td>
<td><a href="mailto:lisa@equipyourmind.com">lisa@equipyourmind.com</a></td>
<td>Equip Your Mind</td>
<td></td>
<td>1335 Dublin Road, Suite 20A, Columbus, OH, 43215</td>
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<tr>
<td>Betsy</td>
<td>Peters</td>
<td>207-332-5360</td>
<td><a href="mailto:betsy.peters@cambiumenterprises.com">betsy.peters@cambiumenterprises.com</a></td>
<td>Possibility U</td>
<td></td>
<td>533 Congress Ave., Portland, ME, 04101</td>
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<td>First Name</td>
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<tr>
<td>Shawn</td>
<td>Soltz</td>
<td>Director of Charter School Financial Services, Connections Education, Certified Public Accountant</td>
<td>Accounting and Financial Support</td>
<td>* Certified Public Accountant * Completion of Course work for CPA from Community College of Baltimore County * Bachelor's Degree from Ner Israel College * Proficient with Microsoft Office suite, Caseware, IDEA data extraction software, Go Systems Audit, Great Plains, FRx, BNA Fixed Asset, QuickBooks, Lotus Notes, Prosystems Tax, and Ultra Tax. Advanced Excel skills * Completed Dale Carnegie's 12-week Public Speaking Training Course * Member of the American Institute of Certified Public Accountants and Maryland Association of Certified Public Accountants.</td>
<td>Shawn is a Certified Public Accountant who joined Connections Education in 2009. He has provided tax, consulting and audit services to large not for profit organizations including prestigious charitable organizations, schools, and government assistance programs. He has extensive experience working with federal program audits conducted in accordance with governmental auditing standards and federal circular requirements. For Connections Education, Shawn: * Provides accounting and financial/legislative audit support services for schools reporting under not for profit and governmental GAAP * Monitors federal/state accounting and regulatory requirements unique to various states to ensure school compliance. * Develops internal control design and provide support for the implementation of school financial processes and procedures. * Assists with financial forecasting and cash management functions performed by the schools. * Prepares financial reports and disclosures to meet the reporting needs of multiple schools in various states. * Provides training sessions to school management to increase their awareness of financial and compliance matters unique to their school.</td>
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<tr>
<td>Kenneth</td>
<td>Helt</td>
<td>Accounting Manager, Connections Academy</td>
<td>Accounting and Financial Support</td>
<td>* Bachelor of Science Degree in Accounting from University of Baltimore * Graduated Summa Cum Laude</td>
<td>Prior to joining Connections Academy, he was a manager at McGladrey LLP and an accountant at Broadway Services, Inc. and Boulder Medical Center.</td>
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<td>Brittiany</td>
<td>Sanford</td>
<td>Principal of Nexus Academy of Cleveland</td>
<td>Manage the Hacker High program in Nexus Academy of Cleveland</td>
<td>* Master of Arts in K12 Educational Administration from Michigan State University * Bachelor of Arts in English Langue and Literature/Letters from Michigan State University * Michigan State University Teacher Certification, ELA 6-12, Sociology, Michigan State University Honors &amp; Awards * Union Plus Graduate Student Scholarship Recipient * MSU Cal Rapson UAW Scholarship Recipient * SafeTalk Suicide Prevention Training Certificate of Completion * Ann Arbor Educational</td>
<td>Prior to joining Nexus Academy, she was the owner and operator of B. Sanford Test Prep and a principal in the Buena Vista School District. She also taught 7th grade English Language Arts, Sociology, and Technology in Dansville Schools. She also taught in Ann Arbor Public Schools at an alternative school.</td>
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<td>Name</td>
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<tr>
<td>Andrea</td>
<td>Principal of Nexus Academy of Toledo</td>
<td>Manage the Hacker High program in Nexus Academy of Toledo</td>
<td>Bachelor of Arts Degree in Marketing Education from Bowling Green State University Master's Degree in Business Education from Bowling Green State University Skills Elementary Education Curriculum Development &amp; Design Teacher Training Educational Leadership Tutoring Instructional Technology Educational Technology</td>
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<td>Andrea joined Nexus Academy of Toledo in August of 2012. Prior to joining the school, she held the following positions: Teacher Summit Academy Teacher Wauseon Exempted Village Schools</td>
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<tr>
<td>Katy</td>
<td>Manager of Counseling Services, Ohio Connections Academy</td>
<td>Support the Hacker High program for all OCA students</td>
<td>* Master's Degree in Education, School Counseling from University of Phoenix Bachelor's Degree in Physical Education Teaching and Coaching from Miami University As the Manager of Counseling Services K-12, Katy: * Supervises 5 staff members on my counseling team * Focuses on creating a freshman academy and future planning for all high school students using OCIS, College week live website, Connexus * Promotes academic, career, and personal-social development. * Schedules and assists students with the tools to make the appropriate decisions for current and future goals * Manages student crisis Prior to joining OCA in May of 2011, Katy held the following roles: Learning Strategist New Alliance Academy * Led weekly Senior/Junior seminars to prepare students for college and life after high school * Taught Physical Education * Assisted classroom teacher with class management, behavior modification techniques, and teaching strategies to better serve students at a therapeutic high school. Counselor Bunker Hill Haven for Boys * Supervised boys ages 12-17 on weekends at a residential facility. * Provided support and structure in preparing meals, maintaining hygiene, and enforcing rules of the facility. * Distributed medication as needed. High School Counselor Ross Local Schools * Promoted academic, career, and personal-social development. * Scheduled and assist students with the tools to make the appropriate decisions for current and future goals (career tech and PSEO options) * Coordinated Testing (AP, PSAT, PLAN), Career Specialist dealing with Kuder, Core interviews, portfolio completion.</td>
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<td>Marie</td>
<td>Executive Director, Ohio Connections Academy (OCA)</td>
<td>Support the Hacker High program for all OCA students</td>
<td>* Master of Education in Educational Administration from Xavier University Bachelor of Science in Elementary Marie joined Connections Academy in 2005. In addition to being the Executive Director for OCA, she has previously been an Assistant Principal for Connections Academy. Her prior</td>
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<tr>
<td>Sara Deaterla</td>
<td>Principal, Ohio Connections Academy (OCA)</td>
<td>Support the Hacker High program for all OCA students</td>
<td>* Ohio Principal's License and Teaching Certificate * OTES and OPES trained and certified * Presently taking Master's Level Social Work Courses at the University of New England * Master's Degree, Principal Courses, from Ashland University * Master's Degree, Adult Education, Training, and Program Development from Marshall University * Bachelor's Degree, Secondary Education from Ohio University * Associate Degree, Child Development from Ohio University</td>
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Sara Deaterla, Principal, Ohio Connections Academy (OCA), is the only virtual school to receive the Excellent rating. OCA is the only virtual school to get an Effective or Excellent rating for three consecutive years. As Principal of OCA, Sara supervises all aspects of the high school with over 70 staff members and 1400 students, advocates for on-line alternative education schools of choice, develops the career technical program for the on-line environment, and works with families and high school students with any issues and concerns including academics, social/emotional, teacher interactions, performance, etc. Her prior experience includes: Director of Continuing Education Scioto County Career Technical Center * Key in the creation of the conversion community school, Southern Ohio Academy, which opened September 2012. * Direct supervision of 50+ staff of high school and adult teachers and supervisors * Participate in the hiring, evaluation, and termination process of staff * Manage a department budgets of 1.5 million * Applied and received and oversee the implementation of several State and Business grants * Directly responsible for all accountability to the State Report Card, Perkins, and NCA through CCIP, EMIS, AWD, and Progress Book. * Established 14 satellite career technical programs within our associate schools and directly supervise these programs. * Started 5 additional adult career education programs including the State's first Power Line Mechanic program. * Developed and implemented professional development series for teachers * Developed dual enrollment opportunities for high school and adult students with local and statewide.
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<tr>
<th>Name</th>
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<tr>
<td>Andrew</td>
<td>Principal of Nexus Academy of Columbus</td>
<td>* Lead applicant * Manage the Hacker High program in Nexus Academy of Columbus * Andrew Pasquinilli, Principal of Nexus Academy of Columbus, will lead the consortium and partners and effectively manage the grant in an efficient manner. He will manage the grant and will retain responsibility for all aspects of grant management including, but not limited to this application submission and budget decisions. Mr. Pasquinilli will be supported by the school leaders of the other consortium schools as well as by a centralized Finance Office with deep experience in budgeting, reporting, and grant management. Bachelor of Arts, Ohio State University Additional Honors &amp; Awards Best Improved Ohio School 2009 - Life Skills Center of Columbus Southeast was recognized as the &quot;Best Improved&quot; school in Ohio by BusinessWeek magazine and Greatschools.net. Certificates of Commendation 2008-2009, 2009-2010 - Awarded certificates of commendation from the Ohio State Board of Education and Ohio Department of Education for improving more than ten points over the past two years on the Local Report Card. 2009 &amp; 2010 School Improvement Awards - Honored two consecutive years by the Ohio Alliance of Public Charter Schools for increasing two designations on the Local Report Card in the past two years. Andrew has been the Principal of Nexus Academy of Columbus since September of 2012. Prior to joining the school, he held the following positions: Administrator Life Skills Center of Columbus Southeast * Instructional and managerial leader of a drop-out recovery charter high school serving at-risk students aged 16-21 Administrator in Training White Hat Management * Completed White Hat Management training in community school finance, human resources, marketing, Special Education, Adequate Yearly Progress (AYP), state reporting requirements, and student discipline. * Visited and learned best practices from administrators in Ohio, Michigan, and Arizona. * Served as in-house trainer for PLATO Web Learning Network, A+ Anywhere Learning System, curriculum, and classroom management at new and existing schools in Ohio, Michigan, and Arizona. Master Teacher Life Skills Center of Columbus North * Trained, supervised, and evaluated certified teaching staff. * Implemented standards-based curriculum at the building-level for all content areas. * Designed and implemented an entry-year teacher mentor program with perfect passage rate for the Praxis III. * Led Intervention Assistance Team (IAT) tasked with determining and implementing interventions for difficult to manage students and referring previously unidentified students with disabilities for evaluation. * Reviewed and approved teachers' lesson plans. * Coordinated state-mandated testing. * Developed processes for and conducted new staff training and orientation. * Trained staff at Life Skills Centers in Ohio, Michigan, and Arizona in PLATO, and A+ online curricula, information management systems, and classroom management. Teacher Life Skills Center of Columbus North Operations Manager Asian Arts Center.</td>
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| Mickey   | Executive Vice President            | * Thought leadership * Best practices development * 12 years of experience at Connections Education * 30+ years of experience in colleges and universities. * Develop policy and procedures for staff and students. Developed a new hire staff handbook. * Collect and analyze data performance data by program and teacher. Tech Prep State Coordinator/Perkins Consultant Ohio Department of Education * Managed department budget of $1.9 million and 23 sub-recipients with grants totaling more than $9 million. * Monitored Tech Prep programs and consortia to ensure districts' and consortium's compliance with Carl D. Perkins Act of 1988 as well as ODE policies. In addition to her position at Connections, Mickey is also the Board Vice President for iNACOL. Prior to
| Curriculum and materials creation * Overall guidance and implementation assistance | M.B.A. in Marketing, New York University, Leonard N. Stern School of Business * B.A., American Studies, Yale University * American Studies, Smith College | joining Connections over 12 years ago, Mickey held the following positions: * Writer & Editor, Freelance * Vice President Education, Mindsurf/HiFusion * Vice President for Education/Research, Hifusion-Mindsurf Networks * Vice President, E-Rate - Schools and Libraries / USAC * Editor in Chief, Instructor/Electronic Learning, Scholastic * Editorial Director, Scholastic * Managing Editor, Rochester Patriot Newspaper |