

Budget

Northeastern Local (046250) - Clark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (114)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	29,700.00	745,197.00	0.00	774,897.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		54,000.00	0.00	186,948.00	0.00	0.00	0.00	240,948.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		54,000.00	0.00	186,948.00	29,700.00	745,197.00	0.00	1,015,845.00
Adjusted Allocation								0.00
Remaining								-1,015,845.00

Application

Northeastern Local (046250) - Clark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (114)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Partnership for Enhancing College Options

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

The Northeastern Local School District and the Clark Shawnee Local School District aspire to offer students in both districts advanced and better articulated opportunities to earn college credit during their high school careers. In partnership with Clark State Community College and Wright State University, the districts aim to embed coursework for the Ohio Transfer Module and in the future, all partners will evaluate options for several Associate Degree tracks in course offerings available to high school juniors and seniors. Grant funds will be used to support the establishment of a credentialing system for district teachers in order to meet requirements as adjunct professors, support work to build capacity beginning at the middle school level to better synchronize college and career readiness, and provide technology to students to support flexible and advanced studies.

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.

1865 3. Total Students Impacted:

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

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

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

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

First Name, last Name of contact for lead applicant
Dr. Lou Kramer

Organizational name of lead applicant
Northeastern Local School District

Address of lead applicant
1414 Bowman Rd. Springfield OH

Phone Number of lead applicant
937-325-7615

Email Address of lead applicant
loukramer@nelso.org

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

- Yes
 No

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

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

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

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

The current state or problem to be solved; and

During the last five years, dual enrollment offerings at high schools have increased dramatically. During the 2010-2011 school year, the National Center for Education Statistics estimated that 82 percent of public high schools offered dual enrollment options for students. However, while more and more high schools are offering dual enrollment options, little has been done to standardize programs or prepare school districts to meet the demands of implementing the new coursework. Currently, the biggest stumbling block to offering dual enrollment courses at Northeastern and Clark Shawnee Local School Districts is teacher credentialing. Simply put, teachers in each of the high schools lack the necessary number of graduate credits within their content areas to be classified as adjunct professors and therefore cannot offer courses for dual credit within their subject. At Clark Shawnee High School, eight teachers are credentialed, but only in 4 subject areas. Only one dual enrollment class is currently being offered at Northeastern high school. The lack of course offerings creates a problem for students who have limited options when it comes to earning dual credit.

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

Funds from the grant and partnering agreements with Wright State would be used to support the credentialing of teachers from each district. Teachers will become certified in the five major subject areas of the Ohio Transfer Module. The Ohio Transfer Module is made up of general education requirements that students can complete anywhere in the public system and which are transferable to any other public institutions in the state of Ohio. With a staff of credentialed teachers, Northeastern and Clark-Shawnee will be able to offer students the opportunity to complete courses required within the Ohio Transfer Module for dual credit during their junior and senior years of high school. Northeastern and Clark-Shawnee school districts will partner with Clark State Community College under this grant to make sure that the courses implemented at the high school reflect the rigor of courses held at the college. In addition, Clark State's student services will partner with high school guidance counselors to ensure that students receive college advising beginning at the end of their sophomore year in order to better choose classes that correspond with different Associate degree paths. Clark State will also work with middle school counselors to create college readiness workshops for middle school students in an effort to prepare them early for choices they will be making in high school. In order to support these students completing advanced coursework through the dual enrollment program, Northeastern and Clark Shawnee school districts will equip each student with a personal Chromebooks. Technology in today's digital age is rapidly advancing which is why Northeastern and Clark Shawnee school districts believe it to be an essential part of every classroom. The laptops will act as an all-in-one course book to access texts and learning management systems already in place at the high school and college level. Incorporating technology in the classroom on a one-to-one basis will teach students how to utilize technology in safe and smart ways, lessons that will carry over to their use of other devices outside of the classroom. Technology can be used as a powerful educational resource, and students who are skilled on how to use it in ways that will promote creativity and productivity will have a distinct advantage when they enter the workforce. The school districts will support teachers during the implementation of the new technology and the development of the dual enrollment curriculum by planning three professional development workshops throughout the school year. The districts will bring dual enrollment teachers together with faculty and staff from Clark State to evaluate what is working in the classroom and what can be improved upon.

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.)

This grant will positively impact student achievement for 11th and 12th grade students. The incorporation of additional dual enrollment courses provides students with college credit to utilize when pursuing post secondary education while simultaneously providing rigorous course work required for obtaining a college degree. Students in all three of the high schools will have access to coursework incorporated in the Ohio Transfer Module. This coursework will be available in both in both the traditional setting of the school day and online coursework that students can access outside of the school walls and school day. The teacher credentialing coursework will also have an impact on student achievement as these teachers will grow in content knowledge and instructional practices.

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.)

Our spending reductions would include retirements in each school district. We anticipate an average of 2-5 retirements per year.

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.)

This grant provides resources that will be directed to the classroom in an effort to enhance the limited dual enrollment opportunities we have for our students. Funding will provide the coursework needed for teachers to obtain dual enrollment credentials. Such an investment in personnel will have a lasting impact on students as they earn college credit at the high school level and beyond. By investing grant resources in our teachers, we also will increase the dual enrollment course offerings in all three high schools. This provides students with the opportunity to pursue courses required by the various Ohio Transfer Module options. Straight A Grant Funding for this project will also resource our students and staff with the technology needed to complete coursework outside of the brick and mortar school setting. Students and staff will have the opportunity to conduct dual enrollment coursework online through an education platform. This will allow students to pursue courses not available during the school day and/or courses in addition to their high school course load.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

10. Which of the following best describes the proposed project? - (Select one)

New - never before implemented

Existing: Never implemented in your community school or school district but proven successful in other educational environments

Mixed Concept: Incorporates new and existing elements

Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

12. What is the total cost for implementing the innovative project?

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

1,015,845.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Instruction - We are basing instructional costs on the 650 students forecasted to participate in the initial year of the dual-enrollment program

among the three participating high schools. 1,865 students are forecasted to benefit from this program in the first five years. Participating students would receive a laptop/notebook computers for their use during the program as a means to access courses and/or course material on electronic learning platforms. Because of the different networking capabilities in each district, the devices will be purchased as follows. The Northeastern Local School District will be purchasing 300 MacBooks at \$1,847 per machine with maintenance and accident coverage plan for 6 years. The Clark-Shawnee Local School District will be purchasing Notebook computers at a cost of \$1,274 per machine with maintenance and accident coverage plan for 6 years. Ebooks will be used as instructional resources in the dual-enrollment courses. One vendor offers Ebooks at a rate of \$66 each for a six year period. The series of Ebooks required for the Ohio Transfer Module would be loaded onto the 650 laptop/notebook computers. This is less than half the cost of purchasing printed course materials. Professional Development - Between the Northeastern Local School District and the Clark-Shawnee Local School District, there is a need for 30 more teachers to be credentialed in order to offer the courses required for the Ohio Transfer Module at the three high schools. Teachers must obtain 18 credit hours of additional coursework in order to be credentialed as a dual-enrollment instructor allowing students to receive college credit toward the Ohio Transfer Module. Through partnerships with Wright State University, discounted tuition rates of XXX have been arranged accordingly. Tuition costs associated with the coursework will be paid for using this grant. In addition, teachers would receive a stipend of \$3000 for completing the additional coursework [calculated at \$166.66 per credit hour].

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.

There will be an ongoing cost of \$6300 per year for continued coursework for a teacher in each of the three high schools. This total of \$18900 per year would be used to provide tuition funding for new teachers hired who may have little to no completed coursework that may be applied to dual enrollment credentials. Budgeting this ongoing cost ensures that teachers who retire or leave the district can be replaced with those who have little to no qualifying coursework. Because of the maintenance and accident coverage plans purchased on the laptop/notebook computers, these devices would be protected for the first 5 years of the project thus eliminating any ongoing expenses.

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.

239,166.00 If yes, specify the amount of annual expected savings. If no, enter 0.

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

This is calculated by each district's respective savings based on forecasted teacher retirements over the next five years. This savings is reduced by the cost of tuition for one teacher per year in each of the three high schools for any new hires who require some or all coursework required for dual enrollment licensure. See the Financial Impact Tables for specific figures and notations. Sustainability would be demonstrated in the consortia agreement between districts and the higher education partners. These agreements will be strengthened by work completed during the funding period including curriculum alignment and staff credentialing. By credentialing 18 teachers under funding from this grant, the districts will build up a valuable resource within the schools that will sustain itself for many years. The school districts will also take a proactive approach to keeping credentialed teachers on their staff by modifying their hiring policy and encouraging teachers to earn credentials to advance in their careers. While the cost of tuition will fall on the teachers in the future, the partnership with Wright State will allow for discounted tuition, and the school districts will still provide smaller stipends to help teachers afford the cost of tuition.

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

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

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

reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

Sustainability would be demonstrated in the consortia agreement between districts and the higher education partners. These agreements will be strengthened by work completed during the funding period including curriculum alignment and staff credentialing. By credentialing 18 teachers under funding from this grant, the districts will build up a valuable resource within the schools that will sustain itself for many years. The school districts will also take a proactive approach to keeping credentialed teachers on their staff by modifying their hiring policy and encouraging teachers to earn credentials to advance in their careers. While the cost of tuition will fall in the district budget in the future, the partnership with Wright State will allow for discounted tuition, and the school districts will still provide smaller stipends to help teachers afford the cost of tuition.

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 8/1/2014-12/15/2014

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

After notification of awards, Northeastern and Clark Shawnee Local School Districts will immediately contact Wright State University to enroll teachers in spring semester courses which will begin in January of 2015. Teachers will begin to complete the 18 required credit hours over the fall and spring semesters, utilizing courses offered by Wright State University. During the 2014-2015 academic year, teachers will also work with Clark State Community College to redesign existing courses and add new courses to meet the requirements for the Ohio Transfer Module. New courses will allow students more choices in what pathways fit their interests and career goals. High school guidance counselors will meet with Clark State advisors to map potential pathways for students and become familiar with the options available. Laptops/Notebook computers will be purchased in October 2014, giving IT staff in both districts time to prepare computers for the students' use, restricting access to internet sites and installing proper security software so that they are ready for student use. Professional development days will be scheduled for the teachers during the fall term in order to become familiar with the new technology and how it will be used in their classrooms.

* Anticipated barriers to successful completion of the planning phase

This is a short time period in which to begin the necessary coursework. Also, there are logistical barriers associated with making sure all technology is fully operational for the 2015 spring semester.

18. Implementation - Process to achieve project goals

* Date Range 1/8/2015 - 5/31/2015

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

Coursework will be developed over the fall term to be implemented in the classroom in January 2015. Eligible sophomores and juniors will meet with guidance counselors in the fall of 2014 to schedule for dual enrollment courses for the following spring and fall terms. At the beginning of the Fall 2014 semester, dual enrollment students and their parents will sign agreements to rent laptop/notebook computers for the semester, agreeing to pay any costs associated with lost or damaged devices.

* Anticipated barriers to successful completion of the implementation phase.

There will be logistical issues with scheduling dual enrollment courses at all of the high schools and launch the internet (online) based courses. Teachers seeking dual enrollment certification will be teaching while simultaneously enrolled in college coursework.

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

* Date Range 6/1/2015 - 7/31/2015

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

Coursework will be developed over the fall term to be implemented in the classroom in January 2015. Eligible sophomores and juniors will meet with guidance counselors in the fall of 2014 to schedule for dual enrollment courses for the following spring and fall terms. At the

beginning of the Fall 2014 semester, dual enrollment students and their parents will sign agreements to rent laptop/notebook computers for the semester, agreeing to pay any costs associated with lost or damaged devices.

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

The availability of staff over the summer to meet for program evaluations. Also, we would only have the spring semester to evaluate the program's effectiveness as opposed to an entire school year.

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 credentialing of 18 additional teachers in both districts will drastically change the instructional capacity at the high schools. Dual enrollment courses will replace similar courses that students are currently taking for high school credit only and allow them to earn both credits at once. Additional new courses will also give students the opportunity to work toward their Associate's degree while earning their high school diploma. The laptop/notebook computers will also drastically change the organizational structure of the classroom and the resources students use to learn. Right now, the course materials in dual enrollment classes that are currently being offered in both districts are several years out of date. Ebooks will provide a more cost effective way of making sure course materials are relevant and readily available to students.

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.

Nationally, college completion rates at community colleges are extremely low. According to a 2012 report released by the American Association of Community Colleges, less than half of students who enter a community college graduate or transfer to a four year institution within six years. Dual enrollment provides a solution by changing these statistics. A 2012 study by the Community College Research Center found that dual enrollment students were more likely to graduate from high school, enroll in four-year colleges, and stay enrolled. During the 2010-2011 school year, the National Center for Education Statistics estimated that 82 percent of public high schools offered dual enrollment options for students. A study conducted by Clark State in 2012 reinforces national reports that dual enrollment students are more likely to complete degrees. Dual enrollment students had an 85 percent retention rate their first year at Clark State in 2010. The students' grade point averages tend to be higher and they complete more credit hours in a shorter amount of time than their peers who did not previously enroll in dual credit options. The estimated number of students in Northeastern and Clark Shawnee districts that will take advantage of the dual enrollment course options comes from a historically high rate of current students taking advantage of the few courses currently available at the high schools. The convenience of taking the courses at the high school paired with the lack of expense for the family will make this program extremely attractive to students.

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.

In order to serve as a model for other school districts, data collection will have an integral role throughout the grant period and after. Students' success will be the key factor in evaluating the program. A team of teachers, administrators, and guidance counselors will keep track of participating students' grade point averages and college matriculation rates. The team will meet twice during each semester to determine which classes students are struggling with, and what kinds of support the students may require. The team will also track the percentage of students who complete the entire transfer module compared to students who may only complete a few dual enrollment courses. The long-term goal is to have all students graduate high school with credits aligned with the Ohio Transfer Module. The school districts will constantly evaluate the program with the help of their college partners to make progress toward this goal. The one-to-one learning approach will also be evaluated throughout the year by the same team on a bimonthly basis. Student and teacher feedback will be acquired through informal discussions and student surveys.

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

We want to track student GPA and dual enrollment course grades to ensure ongoing success at the beginning stages of project implementation. Review of this data will serve as an indicator of students' success as they work toward completing coursework associated with the Ohio Transfer Module. Student surveys will also be conducted to gather feedback related to the dual enrollment coursework. Long-term student success related to this project will be measured in two parts. The first will be the number of students participating in the Ohio Transfer Module coursework as well as the percentage of the module completed prior to graduation. Our initial goal will be for students to complete a half of the Ohio Transfer Module coursework prior to graduation. This goal will be reviewed and adjusted as each district builds capacity to offer a larger number of dual enrollment courses. An annual survey of graduates who participated in this project will be conducted to determine if they continued pursuing coursework related to the Ohio Transfer Module as well as feedback on how the coursework associated with this project prepared them for post secondary education. To measure teacher success initially following project implementation we will conduct a teacher survey to determine if additional supports are necessary. Furthermore, we will review the coursework that each individual teacher has completed to ensure they are on track to complete the dual enrollment credentialing process. This coursework review would take place at the end of each academic term (fall, spring, summer). The overall long term success of this project related to teacher credentialing will be measured by each school district being able to offer the coursework necessary for students to complete as much of the Ohio Transfer Module as possible prior to graduation.

* 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 formative assessment of the project plan indicates that adjustments are required, we would make adjustments to the course offerings to students and/or the timelines for teacher credentialing as necessary. These decisions would be made with stakeholders from all organizations associated with this project.

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.

Implementing the Ohio Transfer Module in the dual enrollment program at Northeastern and Clark Shawnee school districts will have a lasting impact on students. By credentialing teachers in more subject areas, students will have more options to receive college credit while completing their high school diploma and will be better prepared to enter college upon graduation. The implementation of the Ohio Transfer Module will allow credits earned by students in high school to transfer to the public institution of their choice. It will serve as a model for other districts throughout Ohio. On a larger scale, more dual enrollment options for students will result in more college enrollment and completion in the State of Ohio. The addition of laptops/notebook computers in the classroom will also have a lasting impact on the students and the way coursework is taught in the classrooms at Northeastern and Clark-Shawnee. We anticipate 18 teachers to participate in the credentialing program with Wright State University: six from Clark Shawnee and 12 from Northeastern District. Over the spring and summer terms, all teachers will complete the credentials needed to become adjunct professors and teach the dual enrollment classes. Graduate level courses at Wright State cost \$577 per credit hour. This program will save each teacher over \$10,000 in tuition and fees from the college and their degrees will strengthen the level of education and course offerings at both districts for many years to come. The cost savings for students will also be exponential in the five year fiscal forecast. Right now, one credit hour at Clark State costs \$136 for tuition and fees plus the cost of books. In the dual enrollment program, students will complete an average of 30 credit hours by the time they graduate from high school. That's a savings of \$4,080 per student. By year five, the districts will have enrolled 1,865 of students in dual enrollment courses. Even if each student only completes an average of 20 credit hours, they will have saved over \$5 million dollars in tuition costs at a two year institution. That number increases drastically when you factor in the higher tuition rates of four-year colleges and universities. Ultimately, students' achievement is the main goal of both districts, and the cost savings and opportunities that students will receive through the dual enrollment curriculum and advanced technological support in the classroom will move our students forward and prepare them to succeed in today's job market. Following the grant period, this project will continue through the on-going credentialing of teachers in both districts through an on-going partnership with Wright State University. Furthermore, with the commitment from Clark State Community College to support on-going and improved dual enrollment options this consortium anticipates continued growth and participation in this endeavor following the initial five years.

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 is the primary focus of expanding the dual enrollment program at Northeastern and Clark Shawnee local school districts. Dual enrollment prepares students for college by challenging them early on and allowing them to complete college credits while earning their diploma. With the new law enacted this year, the cost for students for these courses is zero. The regular cost of tuition and fees for students completing the Ohio Transfer Module at Clark State is \$136 per credit hour-that means an average savings of \$4,080 per student. Recent discussions of Clark County educators and business leaders has indicated that area students might not be as well prepared for the rigor of post-secondary education as they should. This project offers students benefits essential for future success. Transferable college credit earned within rigorous college-like coursework prepares students for success in the future.

* Spending Reduction in the five-year fiscal forecast

Our spending reductions would include retirements in each school district. We anticipate an average of 2-5 retirements per year.

* Utilization of a greater share of resources in the classroom

The addition of laptop/notebook computers for each student will also bring a greater share of resources into the classroom and prepare them to utilize technology in college in ways that will support their educational goals. Technology is changing the way our students learn and the jobs that they will compete for after graduation. Teaching them to utilize technology to their advantage in the classroom will give them an advantage in the competitive job market upon graduation.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

It is the hope of Northeastern, Clark-Shawnee, and their higher education partners that offer coursework aligned to the Ohio Transfer Module will become a standard for other high schools throughout Ohio. The strength of the module is that the credits are accepted at any public institution in the state as a unit. Students who complete the module will not have to worry about losing credits during the transfer, and the rigor of the module will prepare them well to continue on with their chosen degree path. It is expected that the biggest barrier to implementing the module in other districts will be the same barrier faced by Northeastern and Clark Shawnee: teacher credentialing. While the funding for this proposal will be paramount in solving this issue for these districts in a relatively short time period, the same project can be implemented at other districts over a longer period of time with help from higher institution partners. Large cohorts of teachers may be able to negotiate reduced tuition costs, and salary incentives for teachers may encourage them to earn their credentials on their own without financial support from the schools. Partner institutions of higher education can also assist districts in developing curriculum, and in some cases may be able to help provide access to technology for students on the college campus.

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).

Lou Kramer, Superintendent

Consortium

Northeastern Local (046250) - Clark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Brian	Kuhn	937-328-5378	brian.kuhn@cslocal.org	Clark-Shawnee Local	046284	3680 Selma Rd, Springfield, OH, 45502-6310	

Partnerships

Northeastern Local (046250) - Clark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Martha	Crawmer	937-328-6031	crawmerm@clarkstate.edu	Clark State Community College	063370	570 E Leffel Ln, Springfield, OH, 45505-4749	
Kristin	Sobolik	937-775-2225	kristin.sobolik@wright.edu	Wright State University	063123	3640 Colonel Glenn Hwy, Dayton, OH, 45435-0001	

Implementation Team

Northeastern Local (046250) - Clark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Gregg	Morris	Superintendent	Coordinates partnerships with and participates in the collaborations of partnering universities. Works directly with assistant superintendents.	Licensed Superintendet through ODE.	Mr. Morris has served as a superintendent in the state of Ohio for over 30 years. He has experience working in school ditricts of all sizes and collaborating with patnrnering organizations.	
Chuck	Wickline	Technology Coordinator	Initial implementation and ongoing maintenance of technology associated with the project plan. Ensures that students and teachers have the capability to fully utilize technology as part of the project objectives.	Maintained technology system for the Clark-Shawnee Local School District for the last twelve years.	Maintained technology system for the Clark-Shawnee Local School District for the last twelve years.	
Nathan	Dockter	High School Principal	Coordinates the logistics of the project plan at the building level. Works directly with teachers and assistant superintendents.	High School Principal Licensure through ODE.	Mr. Dockter has worked with multiple OPAPP grants at Shawnee HS. He has is also closely involved in the logistics assoociated with our current dual enrollment course offerings.	
Brian	Kuhn	Assistant Superintendent	Coordinating Professional Development and effectuating the action plan at the district level. Works directly with building principals and superintendents.	Licensed Pre-K through 12 Principal, Middle Childhood Math & Science Teacher, & Superintendent. Experience serving as a Resident Educator Program Coordinator, District Test Coordinator, and providing district-level professional development.	Mr. Kuhn has previously held positions as middle school teacher and principal. At Wright-Patterson Air Force Base, he was the lead instructor for the STARBASE Program. The program was involved in curriculum development and piloting innovative educational projects and collecting/monitoring data on their effectiveness.	
Tom	Faulkner	Treasurer	Act as fiscal agents to support the project initiatives. Provide budget updates and cost-analyses to stakeholders. Works directly with Superintendents and Assistant Superintendents to ensure expenditures align with project goals.	Licensed school treasurer through ODE	Mr. Faulkner has served as a school treasurer for 5 years. He has experience working with federal grants through the CCIP. He has been involved in financial forecasting for 12 years.	
Shawn	Blazer	Assistant Superintendent	Coordinating Professional Development and effectuating the action plan at the district level. Works directly with building principals and superintendents.	Licensed Pre-K through 12 Principal, Middle Childhood Math & Science Teacher, & Superintendent. Experience serving as a Resident Educator Program Coordinator, District Test Coordinator, and providing district-level professional development.	Mr. Blazer has previously held positions as middle school teacher and elementary principal. Mr. Blazer has been an assistant superintendent for 3 years.	
Lou	Kramer	Superintendent	Coordinates partnerships with and participates in the	Licensed Superintendet through ODE.	Dr. Kramer has served as a superintendent in the state of Ohio	

			collaborations of partnering universities. Works directly with assistant superintendents.		for 3 years. He has experience working in school districts of all sizes and collaborating with partnering organizations.	
John	Hill	Principal	Coordinates the logistics of the project plan at the building level. Works directly with teachers and assistant superintendents.	High School Principal Licensure through ODE.	Mr. Hill has been closely involved in the logistics associated with our current dual enrollment course offerings.	
Ally	Thurman	Principal	Coordinates the logistics of the project plan at the building level. Works directly with teachers and assistant superintendents.	High School Principal Licensure through ODE.	Mr. Hill has been closely involved in the logistics associated with our current dual enrollment course offerings.	
John	Schmid	Technology Director	Initial implementation and ongoing maintenance of technology associated with the project plan. Ensures that students and teachers have the capability to fully utilize technology as part of the project objectives.	Maintained technology system for the Northeastern Local School District for the last fourteen years.	Maintained technology system for the Northeastern Local School District for the last fourteen years.	
Denise	Robinson	Treasurer	Act as fiscal agents to support the project initiatives. Provide budget updates and cost-analyses to stakeholders. Works directly with Superintendents and Assistant Superintendents to ensure expenditures align with project goals.	Licensed school treasurer through ODE	Mrs. Robinson has served as a school treasurer for 2 years. She has experience working with federal grants through the CCIP. She has been involved in financial forecasting for several years.	