<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td>112,000.00</td>
<td>61,500.00</td>
<td>0.00</td>
<td>173,500.00</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td>112,000.00</td>
<td>61,500.00</td>
<td>0.00</td>
<td>173,500.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td>112,000.00</td>
<td>61,500.00</td>
<td>0.00</td>
<td>173,500.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00

Remaining: -173,500.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
GREAT OPTIONS (GO!) Program - New Pathways to Graduation

2. Executive summary: Please limit your responses to no more than three sentences.
The GO! Program is designed to mitigate primary causes hindering student graduation at Northmont High School. Students become credit deficient in their first two years of high school and are unable to recover the credits necessary to graduate. Students feel there are classes and/or tests required to graduate they will never be able to pass. Finally, at Northmont many students transfer in without the requisite skill set and credits to graduate on time. Invariably, environmental issues too numerous to innumerate cause attendance and discipline issues. As a result, many of these students drop out without any realistic hopes of a career, or providing a viable living wage. Our project gives viable, realistic and attainable alternatives for these students.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

3. Total Students Impacted:
198

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
George Caras

Organizational name of lead applicant
Northmont Secondary Academy

Address of lead applicant
4916 National Road Clayton, Ohio 45315

Phone Number of lead applicant
937-832-6000

Email Address of lead applicant
gcaras@northmontschools.net

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 current state or problem to be solved; and

One of our goals at Northmont is to see all our students through to graduation and their subsequent move to college, the military, or meaningful employment. The great majority, (over 85%) of our students opt for a two or four year college experience. Thirty five of our graduates in 2012/2013 were placed in developmental college language arts classes, meaning they had to pay tuition for classes which resulted in no college credit being awarded. Close to 10% of our graduates headed to the work force. National trend data tells us some 50% of students in developmental college classes drop out before actually entering college. (Bailey, Jeong, and Choo, 2009). High school graduates immediately entering the workforce will on average, earn $30,000 their first year, which is some $15,000—less than college graduates. (U.S. Dept. of Education, National Center for Educational Statistics, 2012) Through our partnerships with Sinclair Community College, Advanced Academics and The Dayton Regional Manufacturers Association, our conversion school (Northmont Secondary Academy) will target specific student populations with interventions designed to optimize their opportunities to succeed in high school and beyond. Through our proposed partnership with Advanced Academics, we will strive to reach all our credit deficient students. We track all student credit data. Approximately 7 - 9 percent of our freshman (35 students in 2013) will be credit deficient to some extent at the end of their first year of high school. When we consider the fact that 150 of the 173 transfer students in to the high school in 2012 / 2013 had significant at-risk factors including credit deficiency, the severity of this problem quickly becomes apparent.

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

We propose the use of Advanced Academics on-line curriculum to be offered to that population. Coupled with laptops which afford 24/7 access and the ability to garner face to face instruction from highly qualified staff, we believe will result in extensive credit recovery opportunities for students. We have run a hybrid program for over three years now and it has shown remarkable success with limited resources. We had anywhere from one to four certified staff manning the program. We used Plato on-line curriculum, which is fairly limited in its’ academic offerings. A great many of our students could only access the program from school. Of the sixty plus full time students in our alternative program (now our Northmont Secondary Academy) during that period, 91% that reached senior status, graduated. Our counselors estimate well over 70% of the several hundred students in the program for some type of part time credit recovery, were able to lessen or completely eradicate credit deficiencies to graduate. This is borne out by our graduation rate that has remained one of the highest in the area. By using Advanced Academics and issuing laptops, we bring highly qualified professional educators to the fore for our students around the clock. Students may receive instruction at any time. Attendance and other environmental roadblocks are lessened. The move from instructional days to hours also benefits this configuration. By flexing in school hours, we may educate more students with less staff. Flex scheduling anywhere from two to four hour blocks of direct, in school instruction will allow us the opportunity accommodate 50% to 70% more students while flexing staff schedules as well, saving personnel costs. Self directed students unable to tolerate school structure excel in this program. We have had dozens of students acquire more than the standard six credits yearly. For those needing structure and ancillary services, they may access our highly qualified staff as well as counseling, nurse and career planning services, as offered through Northmont High School. Academically, the partnership with Advanced Academics and issuing laptops effectively fills the gaps surrounding credit recovery and environmental attendance issues. Our partnership with Sinclair Community College holds a two fold benefit for Northmont. First, we have asked and been granted permission to pursue using one of our current staff to teach a developmental Language Arts course. He currently is an adjunct at Sinclair teaching Developmental Language Arts to incoming Sinclair freshman. We have been given permission to use the curriculum and, once students pass the course at Northmont they are granted par mission to enroll in "regular" credit awarding English at Sinclair. We are awaiting to see if this will be accepted at other institutions. We already have the means to target seniors we feel will need this course (we take close to fifty students to Sinclair yearly for an Accuplacer). The second caveat lies in our ability to offer some thirteen "dual credit" courses next school year. The more students we are able to enroll in and secure college credit before graduating high school only adds to their chances of obtaining some post secondary degree. While our partnership with Dayton Regional Manufacturing Association is still in its early state, we are confident we will be able to place between 20 - 30 seniors in worthwhile internships programs yearly. In our first meeting we were able to overcome liability issues, which was a major stumbling block for manufacturers, so we are quite confident this relationship will grow. They have a huge need to fill quality jobs, and we possess the potential workers to fill those jobs. These last two initiatives provide an avenue for students failing because they cannot succeed in the regular high school environment by offering alternative academic structures and possible career pathways to success.

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.)

Student achievement at all Northmont Secondary Academy (NSA) grade levels (9-12) will be impacted by the GO! Program. Students enrolled
### C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

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

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

* Provide a brief narrative explanation of the overall budget.

**Total project cost for implementing the new online course program will be approximately $173,500. The overall all budget for this project has two major components: the online curriculum program, and the technology equipment to support the delivery of the program to students. The proposed vendor, Advanced Academics has given us the estimate of $112,000 for their online system as per seat license cost with all of the professional development included. The cost per course, per student, per semester is $280. The technology equipment cost of $50,000 for $1,000 per laptop computer that will be provided to every full-time conversion school student. This cost is based on a quote from the district's technology vendor, Apple. In addition to the requested technology equipment, we are also asking for $11,500 to provide new collaborative learning furniture so that the students can utilize their time in the computer lab in the most efficient manner while providing a learning environment that aligns with this type of curriculum delivery.**

<table>
<thead>
<tr>
<th>State the total project cost.</th>
<th>173,500.00</th>
</tr>
</thead>
</table>

## 13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

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

**The NSA online program will have new and recurring costs after the grant has expired. The costs will consist of additional licenses for new students added to the program and additional courses needed as the current face-to-face instructional component of the program is phased down from four full-time staff members currently to one staff member in FY20. These costs will be part of an all-inclusive lease with the sponsor district, and proportional to the projected enrollment we anticipate between FY16-FY20. Additional cost will result from having to provide more laptops to new students coming into the program and is shown in the capital expense rows within the F.I.T. The only other recurring cost that will result from this project being implemented is the maintenance of the laptops. Looking over the last three year trend of repair costs we have determined that there is an average cost of $5.00 per device, per year. This low cost is due to the sponsoring district providing tech services through our all-inclusive lease that include two Apple Certified tech on their team. This allows many repairs to be done in house with just the cost of ordering parts. We did account for an increase to $10.00 per machine and then $10.00 per device in the fiscal years FY18 and FY19, then $15.00 per device n FY20.**

<table>
<thead>
<tr>
<th>No - If no, please provide an explanation in the box below.</th>
</tr>
</thead>
</table>

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

* Yes

<table>
<thead>
<tr>
<th>No</th>
</tr>
</thead>
</table>
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.

Savings in the salaries and benefits would accrue as the face to face instructional component of the program is phased out. District staff members have an average annual expense of $65,000, including benefits. By reducing the amount of staff by certain percentages per year, this will allow the transition to be a gradual shift, and also lends itself to being well-aligned in a blended learning environment. The feeling is that those recurring costs can be sustained through purchased services savings during those same years. Our current FY14 forecasted amount of purchased services is $260,500. This amount includes the four licensed teachers who have been assigned to the conversion school plus any additional support services that may be needed for the startup of the program, and our all-inclusive lease. As the new online curriculum program is incorporated, this will allow a wider range of course offerings from the provider, which will allow for current staff to be transitioned back into the sponsor district through attrition. By increasing this online delivery method and decreasing the face-to-face traditional teaching staff, there will be increased cost savings from year to year. Starting in FY16 with a savings of ($145,000) and increasing to savings of ($236,000) in FY20. We will be transitioning our lease payment to the 800 level object and the cost of the Advanced Academics licensing would be part of that lease.

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.

There will be ongoing cost associated with the project as explained in Question 13. However, the cost reduction anticipated in salaries and benefits will offset those potential grant dollars awarded, thus making the program self-sustaining. The basic cost model being presented has two components of cost, software licensing for the online curriculum and technology equipment for the students. Both of these costs are directly proportional to the number of students enrolled in the program. By decreasing the percent of our teachers will have face to face instruction, the less cost we will have in purchased services which totals $977,000 over the five years.

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 March 2014 - August 2014

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

Planning for the various components of the GO! Program began in March. These included meeting with partners to enlist their support for our efforts and determine roles, researching and selecting Advanced Academics and establishing the program structure and curriculum details with Sinclair Community College for the dual credit component. The planning will continue throughout the summer of 2014 as we continue to secure internships for our students.

* Anticipated barriers to successful completion of the planning phase

Scheduling meetings can be problematic during the summer months. We will resolve this by offering to hold phone conferences.

18. Implementation - Process to achieve project goals

* Date Range Aug 2014–June 2015
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.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses 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:

We have been using PLATO, which is an on-line curricular delivery system, for some three years now. Our staff is proficient in its use and is becoming more skilled at supplementing the weaknesses in the program with direct instruction methods. The move to Advanced Academics will afford us a much wider range of curricular offerings. It also adds an on-line, highly qualified tutorial component not found in PLATO. The delivery platform will not prove challenging for our tech department as they had worked on the PLATO system from ground up. Since we already tailor course needs to each individual student, rolling out a new delivery system with more options should prove less challenging. We have a system in place for the enrollment, selection, notification, and monitoring of each student in our NSA program, and it has evolved over each of the last three years. By offering greater student access to the curriculum through laptop purchases, this should enhance opportunities for student success. All students in the GO program will be assigned to a specific counselor for the duration of their stay in the program. Students and parents have a say in course selection and times of attendance. This allows us to work with families to help student success, rather than punish students for attendance issues outside their realm of control. Times of attendance may be altered at any time, after a parent meeting with administrative and counseling staff. Parents may access their child's progress at any time. They have a direct line to the teaching staff as well as e-mail. The building principal is familiar with each students needs and schedule as he has had to sign off on any and all schedule changes. Parents are contacted first by teaching staff then counselors should their child falter by failing one or more classes during a nine-week span. Students have access to counseling services at all times for both academic and emotional needs. They will also meet quarterly with staff and counselors as to any program modifications needed. Our grading policies in the GO program will remain the same as those in the traditional high school, although there will be many more opportunities for students to gain points and master skills. Along with the on-line curriculum, each staff member will provide individual instruction directly related to student needs. Timelines are much more flexible and student may work at their own pace. Alternative assignments are much more commonplace in the GO setting. Discipline will still be enforced and the same rules will apply to the GO program as the traditional high school with major exceptions in the consequence phase. While attendance policies for absences are prohibitive in the traditional setting, in the GO program attendance issues are met with mandatory meetings with parents. This usually results in an acceptable flex schedule, or the move toward student compliance as solutions to the attendance problem are discovered. There is still the punitive measure of the court system should parents and students not comply. The self contained setting greatly cuts down on tardiness to class, and the advent of a completely self contained room in two years when the construction of the new high school is complete, will lessen distractions further. In the GO program, excessive tardiness result in the loss of a freedom like eating lunch with teachers rather than friends, or not being able to meet friends during class changes. This has been quite effective. Traditional suspensions result in zeroes for all missed days and/or partial credit. For GO students however, they may complete all assignments from home for full credit. Half credits may also be issued in the GO program to plug credit deficiencies. Being that our GO population will be the primary target of our internship program, this should help those students with excellent work ethic who see no real value in the school process.
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 rationale used for this proposal grew out of our successes shown in our pilot alternative program. Every full-time alternative program student was considered a great risk for failing to graduate from high school. All had severe credit deficiencies. Many were close to two full academic years behind their same aged peers. The great majority had extensive discipline issues as well. Several were placed in the program as an alternative to expulsion. The successes have been quite surprising. Not only did we receive very positive qualitative data and testimonials from staff no longer forced to deal with these students, we also created an environment much more conducive to their success. With this many students utilizing parts of our GO program, and with the advantage of having certified staff working on-line with our students through Advanced Academics, we will have the opportunity to shuffle staff and eliminate some class sections. For instance, we may have eleven students needing Math III. Rather than using a staff member for that section of eleven, those students could possibly be moved to the on-line curriculum to work alongside student taking other classes. This frees their teacher up to teach a section of say 26 students in an Algebra III class. When we look at this in a building with some 109 teaching staff, saving a section or two per staff member results in the possibility of not having to hire new staff or limiting course offerings because there are not enough students to fill an entire section. This is a win win situation. We may save money on not having to hire as many new staff, while simultaneously assuring our students are able to take the courses of their choosing. We believe the advent of dual credit offerings (we hope to have some thirteen courses offered n 2014 / 2015) will be a boon for our students and parents. Not only will it potentially allow our students to graduate high school as a second semester sophomore in college or better, it helps guarantee greater success rates as our students do enter the college arena. For parents to know they may potentially save tens of thousands of dollars in college tuition by having their children in the Northmont School system, they will surely be more supportive of school initiatives, i.e. school levies, which help ensure quality program offerings.

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.

Responsibility of the building principal, George Caras (gcaras@northmontschools.net; 937-832-6000) and carried out by teaching staff and counselors.

* 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).

Because we are now a conversion school within the Northmont School district, NSA and the GO! program will fall under the auspices of all public schools. This means all the state testing and data generated for school report cards will be applied to the GO! program in Northmont Secondary Academy. Graduation rates, attendance, OGT testing data, teacher qualifications, student growth measures and student learning objectives, and future end of course exams will all be available, just as in any public high school. This plethora of data will allow us to compare our NSA scores the Northmont high School proper as well as afford us the opportunity to perform longitudinal studies against our own population in NSA. We will see our dropout rate compared the traditional high school and NSA every year, as well as NSA to itself. As we implement and tweak the program, we will receive excellent yearly feedback by using the previous years data as a control group. We will be able to compare the credit recovery component offered in the GO! program to those offered in the traditional high school setting by tracking similar populations for two years, disaggregating the data and comparing rates of credit recovery per each population. Our at-risk population in the GO program will be tracked side by side with the traditional high school down to discipline rates and average GPA’s. Tracking the student success rate in the developmental Language Arts program should not prove difficult either. Knowing that we have averaged around 7% - 8%, or approximately 35 students, entering that program their freshman year of college gives a great baseline. If in three years the number of college freshman from Northmont needing to enroll in a developmental Language Arts program drops to three or four students, we know our goal has been attained. Being that this data is given to us yearly will allow us the opportunity to perform longitudinal studies and give us a valid control group for comparison.

* 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.

Our greatest challenge will not be in gathering of data, as most is readily provided through the state root card, rather it may lie in unforeseen changes in the student population. Northmont has seen a steady increase in free and reduced population, as the high school’s approaching 40% which has more than doubled in less than a decade. The minority population has seen a four fold increase in the last decade as well. Families in crisis with Children Services has more than doubled in the last 6-1/2 dozen years as well. Program continuity generally assumes a static population, and this is not the case. Using calculations that rely more on percentages than raw numbers will help alleviate this potential problem. Still, being that our population in NSA and the GO program are small, certain changes could really amplify and skew data. There has been a massive spike in teen use of Heroin in neighboring districts. This could have a devastating effect on a small, at-risk population more prone to these negative behaviors.

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.

Our proposal should result in increased graduation rates, reduced withdrawals, reduced remedial college enrollment, and greater rates of credit recovery for our targeted populations. We will compare our data to the data we have gathered from our lot programs in credit recovery and alternative, on-line instruction. We have no baseline data for our career employment path, but we have a goal of twenty to twenty-five students actively in the program within three years. By finding viable alternatives and creating program structure to enhance student opportunities to see and experience success, we move closer to finding success for all our students.

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

Our project will help student achievement in the following ways: It will increase graduation rates in targeted populations (Northmont Secondary Academy) to mirror that of our traditional high school, which was 95% last school year. We will reduce student credit deficiency of our targeted population, currently some 120 - 150 students, to allow 98% of them to graduate with their class. We will offer gainful, career oriented employment to 3%-5% of our targeted seniors not wishing to pursue college. We will reduce, by 90%, students forced to enroll in developmental English programs in college, by offering a program at the high school level. As an added caveat, we will offer post secondary credit to our current students to allow them to secure college credits before entering college full time. By flex scheduling students and staff, we will save the equivalent of at least two full time certified teaching professionals. We will also lessen severe, habitual discipline occurrences by offering students the opportunity to succeed and placing students in the most conducive environment for them to succeed. 

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

Yes

No

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

* Explain your response

The first step in successful replication is in seeing the need. If a school is willing to take ownership of student failures and not cast blame to all the outside variables, they may be a candidate for this type of program. The building would need to have space available for a self contained lab type setting. Staff would need to look at school data to determine major causes of student failure that could be addressed by the school. The school would need individuals willing to take on the task of working with the most at-risk population. It will probably take close to a year to look at all the variables leading to student failure. Since many districts have been struggling with this issue as a reflection of state report card data, they may already have a grasp on major factors related to student failure. With a space secured and leading causes identified and willing staff in place, work is ready to begin. Monies must be allocated for an efficient on-line curriculum delivery system, with computer stations or laptops available. Teaching staff would need professional development on the system (this may take three to four session). A comprehensive system for choosing student participants must be established. This is a must. Teaching staff must not be given carte Blanche to assign students to the program. There must be buy-in from parents and students, especially in the initial stages. For us, students new they would be given a chance to graduate in this program and if they did not take advantage, we were moving toward their removal from school. There must be checks and balances and there must be a gatekeeper with ultimate power to assign, or deny, an applicant. We used counselors, parents, teachers and students as program proponents, with the ultimate decision left to the principal. The most effective operational model is that of a conversion school sponsored by the home district. In that way, data and services may be shared. Staffing and clerical needs can be consolidated somewhat. There must be the opportunity for students to move from one program to another, should they meet previously delineated goals. All stakeholders need to be willing to look at current accepted conventions, and modify them. Static thoughts on issues like tardiness and cell phone use must be modified to take advantage of student wants and needs. The goal can be to make the student conform, rather to conform to help the student succeed. With an on-line curriculum and options for students related to hours of attendance, and direct, personal help available from an adult that is student centered, along with clear, delineated expectations and
outcomes, success an happen. The model is fairly simple, although the successful implementation depends on adults willing to think of student success as their paramount and driving focus.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP). George Caras
Consortium

Northmont Secondary Academy (014051) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

### Consortium Contacts

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tonya</td>
<td>Samuels</td>
<td>(814) 282-6739</td>
<td><a href="mailto:tsamuels@connectioned.com">tsamuels@connectioned.com</a></td>
<td>Advanced Academics</td>
<td></td>
<td>1 East Sheridan Rd., Oklahoma City, Oklahoma, 73104</td>
</tr>
<tr>
<td>Michael</td>
<td>Carter</td>
<td>937 512-3883</td>
<td><a href="mailto:Michael.Carter@sinclair.edu">Michael.Carter@sinclair.edu</a></td>
<td>Sinclair Community College</td>
<td></td>
<td>444 West Third Street, Dayton, Ohio, 45402</td>
</tr>
<tr>
<td>Michael</td>
<td>Gaines</td>
<td>937 512-3829</td>
<td><a href="mailto:Michael.Gaines@sinclair.edu">Michael.Gaines@sinclair.edu</a></td>
<td>Sinclair Community College</td>
<td></td>
<td>444 West Third Street, Dayton, Ohio, 45402</td>
</tr>
<tr>
<td>Angela</td>
<td>Erbaugh</td>
<td>937-512-3224</td>
<td><a href="mailto:aerbaugh@DaytonRMA.org">aerbaugh@DaytonRMA.org</a></td>
<td>Dayton Regional Manufacturing Association</td>
<td></td>
<td>240 West Fifth Street, Rm 13-125, Dayton, Ohio, 45402-2302</td>
</tr>
<tr>
<td>Gilah</td>
<td>Pomeranz</td>
<td>937-512-3224</td>
<td><a href="mailto:gpomeranz@daytonrma.org">gpomeranz@daytonrma.org</a></td>
<td>DRMA Workforce Development</td>
<td></td>
<td>240 West Fifth Street, Rm 13-125, Dayton, Ohio, 45402-2302</td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
<td>Delete Contact</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>-------</td>
<td>------------------</td>
<td>----------------</td>
<td>--------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>George</td>
<td>Caras</td>
<td>Principal, Northmont Secondary Academy</td>
<td>General oversight of project, implementation plan, Contracts, Relationships with partners, Communication with school administration, board and parents, Evaluation plan</td>
<td>BS Education</td>
<td>Conversion school principal</td>
<td></td>
</tr>
</tbody>
</table>