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Adjusted Allocation: 0.00
Remaining: -3,244,681.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
Bridges of Innovation for Study, Work and Life

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

The Bridges of Innovation for Study, Work and Life proposal advances a new model for the American high school experience by providing students opportunities to learn and grow in a blended learning environment, earn college credit and gain skills that build a successful bridge between school and college, work, and life. This proposal provides the infrastructure and training for teachers to transform their brick and mortar classrooms to a blended digital learning environment that increases student achievement and growth, reduces the number of students requiring college remediation classes, and dramatically increases the number of students successfully prepared to enter meaningful careers and earn college diplomas. Oak Hills Local School District (OHLSD) and Three Rivers Local School District (TRLSD) will partner with Education Elements (EE), Cincinnati State Technical & Community College (CSTCC), University of Cincinnati (UC) Co-Op Department and Economics Center, Partners for a Competitive Workforce (PCW), and Education At Work (EAW) to build a pathway that prepares our students to become career and college ready and enables them to find and secure real work experience and provide an opportunity for every student to earn a minimum of six college credits to a maximum of an Associate's Degree while still in high school.

This is a 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.

3592 3. Total Students Impacted:

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

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

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

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

First Name, last Name of contact for lead applicant
Robert Sehlhorst

Organizational name of lead applicant
Oak Hills Local School District

Address of lead applicant
6325 Rapid Run Road, Cincinnati, OH 45233

Phone Number of lead applicant
513.598.3418

Email Address of lead applicant
Sehlhorst_R@ohlsd.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.
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

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

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

The current state or problem to be solved; and

The 2013 Report, Failure to Launch: Structural Shift and the New Lost Generation from Georgetown University Center on Education and the Workforce states: "By 2020 65% of all jobs in the economy will require postsecondary education and training. By educational attainment: 35% of the job openings will require at least a bachelor's degree; 30% of the job openings will require some college or an associate's degree; 36% of the job openings will not require education beyond high school." Based on our data from the National Student Clearinghouse, almost 50% of our graduates do not enroll in a 2 or 4 year college and 34% of our students earn a 2 or 4 year college degree. The 2013 Ohio Board of Regents data indicates that approximately 35% of our graduates who attend college are required to enroll in a math or English remediation class. A U.S. Department of Education study found that 58% of students who do not require remediation earn a bachelor's degree, compared to only 17% of students enrolled in remedial education. 27% of students enrolled in remedial math. Through survey data it appears that many of these students are under-employed. There is a disconnect and a lack of alignment between our current high school and the educational and employment needs of our graduates.

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

Bridges of Innovation for Study, Work and Life proposal is designed to make the on-ramp to college and job embedded training smoother and more efficient. Our model transforms our traditional high school to an early college model that prepares students for success. Our vision is to partner with CSTCC and UC to increase dual credit classes. 85% of our students who earn a dual credit in high school enroll in a 2 or 4 year college. We will increase the rigor of our high school curriculum and design pathways that enable our students to take dual enrollment courses that align their high school course of study with career certificate programs and associate's and bachelor's degrees. Because students will take and earn college credits while in high school, this, in turn, will dramatically lower the cost of a college degree for our families. If 65% of the available jobs require post-secondary training beyond high school, it is critical that college is more affordable for Ohio families. American high schools are typically organized into classes of 25-30 students served by one teacher. This model is financially unsustainable. We cannot personalize instruction for students without technology. To transform our traditional high school to the model of early college, we must combine the best elements of face to face learning with a research based blended learning environment. Our proposal enables us to partner with Education Elements to grow and scale a personalized digital blended learning environment. Education Elements will provide classroom embedded training and the technical expertise to assess infrastructure, evaluate content, and design quality professional development for teachers. This blended learning environment will be customized through a rigorous college and career ready curriculum. Many of the problems associated with high rates of college remediation are rooted in the inability of schools to provide adaptive and engaging curriculum, instruction, and assessment. A digital blended learning classroom enables the school and its teachers to address these root problems.

The current state or problem to be solved; and

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 will increase as a result of this new model of the high school. As a result of increased ratio of technology devices to students and an overhaul of instructional delivery in courses, students will be able to customize a high school completion plan that allows for streamlined services that are geared toward the interests of our students. This plan will allow for more blended learning courses to be offered in grades 7-12. Blended courses and hybrid programs will allow for students to find higher achievement through choice and interest. In fact, a recent study about online learning by the U.S. Department of Education indicates, "on average, students in online learning conditions performed modestly better than those receiving face-to-face instruction." This comprehensive study also concluded that "blended instruction has been more effective [than conventional face-to-face], providing a rationale for the effort required to design and implement blended approaches." This study supports our efforts to design digital learning opportunities that will increase student achievement. As well, dual credit courses will provide college credit while fulfilling the requirements for a high school diploma. Through this model students will be incentivized to take more dual credit classes so that college credit can be earned up to an associate's degree prior to high school graduation. High school teachers will work alongside professors of local college and universities to provide rigorous content in meaningful and relevant courses. Our data suggests that the higher level the course and the rigor of the course helps determine the rate of success that students have in a post secondary setting. Finally, students will achieve through a robust and meaningful co-op program that offers hands-on training.
in a skill or trade that reflects the student's interest and abilities. This experience leads to high achievement in workplace satisfaction that will translate into successful careers in work and college. We will develop and implement a co-op program that will systematically connect our students with prospective employers. Students will receive real-world job experiences with our area companies and small businesses. In addition, we plan to work with regional employers to evaluate both the academic and soft skill acquisition of our high school students.

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.)

Based on our proposal, spending reductions in the five-year fiscal forecast for OHLSD are targeted at a total savings of $4,236,864 (or $847,372 per year) and in TRLSD a total savings of $1,089,310 (or $217,862 per year). These savings are found in decreased costs in faculty salaries and benefits as well as paper, copier and textbook costs. As well, creating a system where all students graduating from Oak Hills High School or Taylor High School may earn a minimum of six college credits to a maximum of associate's Degree will result in tremendous savings in the cost of college expenses for our families.

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.)

To support teacher growth and increase resources in the classroom this proposal advances the following collaborative initiatives. Using a train-the-trainer model of instruction, EE consultants and CSTCC and UC professors provide OHLSD and TRLSD teachers the skills necessary to build blended learning courses. These partnerships will help enhance course offerings to a great degree by providing knowledge and training on relevant skills for our students. Likewise, teaching personnel will acquire information and skills necessary for instructional practices to lead students in a rigorous course of study. These are the beginning steps necessary for our high schools to be transformed into a new type of American High School. This transformation will lead to course offerings that enhance workforce ready skills and give students the opportunity to earn early college credit and to realize personal savings for the families of our students. Finally, our co-op initiatives provided through local business, UC and CSTCC, help our students build a bridge between high school and the world of gainful employment. In summary, diverse business, non-profit, and higher education partners work together to improve teaching and learning and provide expanded opportunities for our students.

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.)

Oak Hills Local School District and Three Rivers Local School District are adjoining districts in the western suburbs of Cincinnati. OHLSD and TRLSD will benefit greatly from shared resources that will come out of this grant award. Professional development, short term and long term, will be the main by-product of this grant. The goal is to fully train key stakeholders in digital learning and products related to blended and online instruction. After the initial training OHLSD and TRLSD will utilize a train-the-trainer model of professional development in order to gain the maximum experience for teachers for minimal cost to the district. In addition to this cost savings the two districts will benefit from the combined negotiating and buying power for paper purchase (which will be reduced through this project), copier lease agreements, digital textbook/publishing materials, electronic device purchases and volume purchasing of digital learning services. A college and career coach will be employed at each district to the benefit of our students and will work collaboratively with each other to provide consistent resources and information to our students. In addition, this grant could open the door to the shared resource of faculty and course offerings. Both districts employ excellent teachers and these shared services will enhance both programs and opportunities for the students.

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.

3,244,681.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Note: Where cost breakdowns for OHLSD and TRLSD are not listed, we applied a 75% (OHLSD) and 25% (TRLSD) factor to determine the appropriate allocations for each district. Instruction-Purchase Services-400: $1,512,600 (object total) Vendor Content Providers: $1,077,600 (subtotal) Education Elements helps OHLSD and TRLSD select Vendor content providers. Based on Education Elements past experience working with approximately 100 school districts, here are the estimates based on $300 per student cost: OHLSD: 2692 * $300 = $807,600 TRLSD: 900 * $300 = $270,000 Data Com Specialists: $50,000 (subtotal) Increase WiFi access points at OHLSD: $50,000 Cincinnati State Technical and Community College: $225,000 (subtotal) Consultation services for building the early college system: $100,000 Career and College Readiness (CCR) Case Managers (1.5 FTE) - Design an individual CCR plan for each student in OHLSD and TRLSD: $165,000 Consultation services to build Co-Op system in both districts: $60,000 University of Cincinnati Co-Op Department: $60,000 (subtotal) Consultation Services to build Co-Op system in both districts: 60,000 Instruction-Capital Outlay-600: $262,500 (object total) Purchase devices to implement the blended learning model. Based on current inventories, the districts will need to purchase Chromebook devices. After making this purchase, the districts will offer a 2:1 model of students-to-devices. Estimates include a $350 cost per machine with cart cost per machine included: 450 devices (TRLSD): $157,500; 300 devices (OHLSD): $105,000 Support Services-Purchase Service-400: $352,256 (object total) The University of Cincinnati Economics Center provides all services necessary to evaluate the grant: $292,256 (subtotal) Education at Work: $60,000 (subtotal) Consultation services: Consultants work with students to help them acquire internships and jobs that will provide gainful employment and tuition reimbursement incentives. Governance/Administration-Purchased Service-400: $165,000 (object total) OHLSD & TRLSD will contract with a vendor who will provide administrative support to govern the implementation of the grant Professional Development-Salaries-100: $322,500 (object total) ($1500 per educator, 215 teachers/counselors) Professional development salaries for teacher stipends & substitute salaries Professional Development-Fringe Benefits-200: $54,825 (object total) Retirement and Medicare (17%) costs for teacher stipends and substitute salaries Professional Development-Purchased Service-400: $520,000 (object total) Education Elements: $500,000 (subtotal) Conduct needs assessment and professional development for all staff to implement the blended learning model. Professional development includes 5-10 days for staff: 150 teachers, 20 administrators & counselors at OHLSD (total 170); 59 teachers, 10 administrators & counselors at TRLSD (total 69); Grant total staff from both districts: 239 OHLSD & TRLSD: $20,000 (subtotal) Costs to conduct professional development, such as mileage ($5,000) and food ($15,000) Family Community-Supplies 500-5,000 (object total) Supply costs (paper, newsprint) to communicate the plan, the progress, and the results with our community. Professional Development-Supplies 500 - $50,000 (object total) Supply costs to conduct professional development sessions.

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.

Costs to sustain our project include: General Fund (beginning in FY16): College & Career Case Manager: $55,000 (TRLSD) College & Career Case Manager: $110,000 (OHLSD) Title II Fund: Train new teachers (subs and stipends): $25,000 To sustain the replacement of the devices purchased in the grant we will implement a Bring Your Own Device (BYOD) program. In this program, students will bring their own device (for example, smart phone, tablet, Chromebook, laptop) to access course content. For the percentage of students who will not be able to bring their own device, each district will purchase a small number of devices after the five year period of the grant. However, these device costs flow into the normal purchasing cycle of technology for each district and will be purchased from the permanent improvement fund. No other additional costs are incurred because of the train-the-trainer model used during implementation.

☐ 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
D) IMPLEMENTATION - Timeline, scope of work and contingency planning

This project offers a paradigm shift in the way that OHLSD and TRLSD educates our high school students. The transformation provides students learning experiences through blended learning courses. The expectation will be increased rigor and relevance to meet the needs of our communities in educating the next generation of workers. This project is self-sustaining because it is based on a train-the-trainer model. When the primary and secondary partners are no longer providing, we will have a large cadre of teachers and administrators who are able to train new staff hired by the district. We plan to take advantage of new Ohio legislation that allows school districts to base days of enrollment on clock hours instead of days. By changing our calendar, we can provide additional professional development training to our teachers. When the primary and secondary partners are no longer providing, we will have a large cadre of teachers and administrators who are able to train new staff hired by the district. We plan to take advantage of new Ohio legislation that allows school districts to base days of enrollment on clock hours instead of days. By changing our calendar, we can provide additional professional development training to our teachers.

For our students to thrive we will need ramps” to gain part-time jobs and professional experiences with regional employers. We have heard many area employers emphatically state “Give me a young adult that possesses high school graduate literacy and numeracy skills, critical problem solving skills and the soft people skills to work on a team and we can train them.” The good news is that we have many students who fit that description. Once our proposal is implemented, our co-op and internship program will train even more highly qualified students to earn positions with regional employers. In addition the program is sustainable by building a strong Bring Your Own Device (BYOD) program in our high schools. The goal is to have 1:1 technology program that is attainable through BYOD. We identify costs to sustain this proposal in question #13 (in summary, for the general fund a total of $165,000 for CCCR Case Managers; $25,000 from Title II fund for training; a planned cost (estimate of this cost will be determined through a needs assessment of our students) from the permanent improvement fund for the purchase of devices to support those students who are unable to bring in their own device.

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.
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.

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<tr>
<td>* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).</td>
</tr>
<tr>
<td>* denotes activity takes place monthly 8/14 Identify steering committee, set meeting dates and times; Develop first communication plan; 9/14 Engagement with school community; *Begin steering committee meetings; Readiness assessment conducted by Education Elements, Review information from readiness assessment; Develop action plan in order to meet immediate needs and to finalize vendor contracts for services; *Provide monthly update report to boards; 10/14 Implement steps of readiness plan; Finalize vendor contracts based on readiness assessment data; 11/14 Identify Co-op employers; Identify internship possibilities; Identify case managers; Identify first wave of teachers for blended learning training; Plan training schedule with teachers; Develop Part 2 of communication plan; 12/14 Plan project kick-off; Develop pathways for students to co-op with Partners for Competitive Workforce; Develop college pathways to enable students to earn a minimum of 6 college credits with UC and Cincinnati State; Plan co-op job fair with Partners for Competitive Workforce; Plan for project evaluation with UC Economics Center. 1/15 Plan for co-op job fair; Identify second wave of teachers for training; Develop process for digital content selection; 2/15 Develop plan for selection of devices to support blended learning environments; 3/15 Develop board policies to reflect requirement to take a minimum of online courses; Develop project evaluation plan in conjunction with UC Economics Center; 4/15 Develop Part 3 of communication plan; 5/15 Identify third wave of teachers for training; 6/15 Plan orientation for staff to discuss progress of project; 7/15 Plan apps, images, software, etc to be installed on devices; 8/15 Plan engagement meeting for 9/15; 9/15 Plan blended learning courses for 2016-17;</td>
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<th>18. Implementation - Process to achieve project goals</th>
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<tr>
<td>* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).</td>
</tr>
<tr>
<td>* denotes monthly activity 8/14 Develop communication plan 9/14 - Public meeting to explain project; conduct readiness assessment; Develop action plan; *Boards receive report 10/14 - Implement readiness action plan Finalize vendor contracts 11/14 - Develop part 2 of communication plan; Identify 1st wave of teachers for training; 12/14 - Develop college pathways with partners; Plan job fair with Competitive Workforce; Plan 1st evaluation with UC Econ.Center; 1/15 - Develop process for digital content selection; Identify 2nd wave of teachers for training; Project kick off; Finalize Co-op system; Develop new course selection guide 2/15 - Develop plan for selection of devices; Training - 1st wave of teachers; Students register for 2015-16 classes 3/15 - Develop board policies for online courses; Finalize evaluation plan with UC Economics Center; Develop action plan with graduating class of 2019 to earn 6 or more college credits; 4/15 - Develop Part 3 of communication plan; Identify 3rd wave of teachers for training; Host first annual job fair 5/15 - Training for 2nd wave of teachers; Finalize digital content for 2015-16 online courses 6/15 - Order devices for 2015-16 online courses 7/15 - Image new devices, load software, apps., etc.; 8/15 - Training for 3rd wave of teachers; Deploy devices for fall online courses; First wave of trained teachers begin teaching blended learning courses 9/15 - Case managers verify college and career pathways to address individual student plans; Public engagement; Part 4 of communication plan is disseminated; 10/15 - 6/16 - Trainings continue 11/15 - Plan 2nd job fair 12/15 - Evaluate long term goals 1/16 - Revise course selection guide for 2016-17 2/16 - Hold 2nd job fair; 3/16 - Evaluate job fair and student placements 4/16 - Evaluate job intern positions and job skills 5/16 - Purchase digital content for 2016-17; Purchase devices 6/16 - Train new teachers through train the trainer 7/16 - Deploy devices with digital content, etc.</td>
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8/16-Public engagement to discuss projects 9/16-Project evaluation

* Anticipated barriers to successful completion of the implementation phase.

The second and third wave of teachers who will be trained are not the early adopters like wave one. Therefore more time may need to be allocated in order to provide adequate training for program implementation success. Another possible barrier is lack of success with the program after evaluating short term goals. Should that occur, the problem will be defined, studied, and then more time dedicated to resolving the problem before continuing on the same path and not getting the desired outcomes. A third possible barrier is not finding adequate internships or co-op opportunities for students. Should this occur, Partners for a Competitive Workforce will develop more partnerships with local businesses and industries to ensure adequate placements for students. A fourth possible barrier is staff and students not accepting this major change for teaching and learning. In order to work through resistance, the steering committee will meet on a monthly basis and consistency obtain input and feedback from the blended learning instructors, teachers currently involved in the training, instructors teaching dual credit courses, and the case manager who will work with individual students and families. Public engagement will be continued throughout the duration of project implementation as well as communications will continue to be developed and disseminated. Feedback will be sought through evaluative means by the UC Economics Council and through informal surveys.

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

* Date Range 7/14-7/20

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

The Economics Center will monitor five of the six components of Ohio's new report card: achievement, progress, gap closing, preparation for success, and graduation rate to directly assess the success of the grant. The goal is to receive an "A" in each of the five components measured on Ohio's New Report Card. Using the 2015 Ohio Report Card as a baseline, the Economics Center will divide the interval necessary to move from the 2015 letter grade to an "A" grade within 5 years. For example, if an A rating for Gap Closing is 95% and in 2015, OHLSD has a baseline grade of B at 85%, it would be necessary for OHLSD to improve by 2% per year for 5 years. The Economics Center will provide annual updates on where OHLSD and TRLSD stand in progress on the five components. At the completion of the five year grant program, the Economics Center will measure the final improvements against the 2015 baseline grades. Should either OHLSD or TRSD not achieve the annual interval necessary to receive an "A" grade, the Economics Center will convene a meeting or conference call to discuss results and opportunities for improvement. Annually, the Economics Center will track OHLSD and TRLSD graduates in college and the workforce. For the blending learn element, the Economics Center will distribute a formative evaluation survey to teachers participating in the online training program. The survey will measure teacher satisfaction with the training, the extent to which teachers incorporate the training into the classroom, and a qualitative measure on how well students have responded to the changes in the classroom.

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

The first possible barrier is staff turnover. The other potential barrier are students transferring to another district prior to completion of the 5 years. Students leaving the district during the 5 year program will be dropped from the evaluation. To address students entering either district during the program, the Economics Center will evaluate the programs by cohort (by number of years students participate). In addition to using Ohio's new report card to monitor the academic progress of our students we will use college remediation data from the Ohio Board of Regents to ensure a yearly 5% reduction in the number of our graduates required to take a math or English remediation course in college. Percentage of Graduates Required To Enroll in College Remediation Course 2014: Baseline 35%; 2015 30%; 2016 25%; 2017 20%; 2018 15%; 2019 10%; 2020 5% As a direct result of this grant proposal we will ensure that we see a yearly 10% increase in the number of our graduates earning a minimum of six college credits. 2014 Baseline 10%; 2015 20%; 2016 30%; 2017 30%; 2018 40%; 2019 50%; 2020 60% As a direct result of this grant proposal we will ensure that we see a yearly 5% increase in the number of our graduates earning an Associate's Degree 2014 Baseline 0%; 2015 0%; 2016 5%; 2017 10%; 2018 15%; 2019 20%; 2020 25% Using National Student Clearinghouse data our benchmark is set to ensure a 3% increase in the number of our graduates who enroll in college the fall immediately after high school 2014: Baseline 57%; 2015 60%; 2016 63%; 2017 66%; 2018 66%; 2019 69%; 2019 72%; 2020 75% We have established benchmarks to ensure a 10% increase in the number of high school students grades 9-12 securing a job, internship, mentor relationship or co-op position from our partnership with UC, CSTCC, PCW, & EAT. 2014: Baseline 15%; 2015 25%; 2016 35%; 2017 45%; 2018 55%; 2019 65%; 2020 75%

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:

Instructional Practices: By 2016-17 all teachers will be trained on how to teach in an online and blended learning environment using digital content. All students will have a device with internet connection so teaching and learning is anytime, anywhere. Students in 7th-12th will take a combination of blended learning, face to face, and online courses. Fewer remediation classes will be offered; High school satisfaction will be experienced by students. As the project evolves, class schedules will look very differently from how they look today; they will look more like a college campus with in class instruction taking place in blocks or on alternating days. Teachers will have more conference/consulting time during their day to meet with individual students and less large group instruction time. Students in 7th-12th will have an individual college and career plan which will help them pursue their opportunity to graduate high school with a minimum of 6 college credits. College credit plus will take place on the school districts' campuses and on college campuses. Teachers at each grade level and/or content area will be approved to teach college credit plus to allow as many opportunities as possible for students. Students will have an opportunity to obtain work experience in the field in which they are interested. Co-ops will be scheduled for students and job fairs will be conducted to help match employers with prospective student workers. Students will have higher school satisfaction since research supports allowing students to learn in a manner that is most natural to them and is the training method typically used in the work environment. Less redundancy in courses and more time for collaboration will be provided in this model. Antiquated practices of making students take courses sequentially even when they may be proficient in that course will be eliminated. This model will lend itself to more enrichment for students focusing on students' interests and
pathways’ plan. Parents and students will benefit from the number of college credits students will be able to obtain while completing high school requirements and from the opportunity to intern or co-op in a field they plan to pursue in college. Students and families in OHLSD and TRLSD will benefit because this will make college more affordable and will help students make more focused decisions once in college which will help with time and dollars spent to complete a degree program.

**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.

This proposal advances three key initiatives that directly impact the lives of our students. Our innovative project gives students the opportunity to: engage in experiences such as blended learning, complete co-ops and internships, and build skills and take courses that offer students an early college experience. Rationale -Blended learning lends itself to higher student achievement based on students’ self pacing, differentiated levels of digital content, higher school satisfaction due to instructional delivery, and the ability to compact or extend the course based on self interest and motivation. Early college allows students opportunities to begin college and prepare for careers earlier. There is a disconnect between the preparedness of high school graduates and the expectations of employers. Developing partnerships with businesses that will provide internships and co-ops that will allow the schools to evaluate the skills of their graduating seniors and become closely aligned with employer expectations. A spending reduction over the next 5 years will allow the schools to continue outstanding educational services and be good stewards of financial resources. This project allows both high schools the ability to decrease the number of teachers while at the same time preparing students for success in college and the workplace. Spending reductions will be realized through the integration of a strong BYOD program that will supplant many of the district owned devices as well as reduction in paper and copier contracts. Research-Blended learning strongly connects with differentiated instruction and higher student achievement. Differentiated instruction involves “custom-designing instruction based on student needs.” (deGula, 2004). In a study by Dean and associates, research showed that providing several online options in addition to traditional classroom training actually increased what students learned. (2001) Another study showed that student interaction and satisfaction improved, along with students learning more, in courses that incorporated blended learning. (DeLacey and Leonard, 2002). Because of the ability of students to self-pace, there is a higher completion rate for students in blended learning classrooms than to those in strictly e-learning situations (Flavin, 2001). When teachers use blended learning methods they can structure their classroom in a way that best meets their students’ learning styles and needs. Past Successes-TRLSDL’s positive steps to build a strong blended learning culture include: implementing the flipped classroom model in some mathematics classrooms, using digital textbooks in a Geography course, learning of AP course content through a 1-to-1 student to tablet program, utilizing students to operate digital auditorium and internal school communications equipment, and using Google Apps for Education to increase collaboration and innovation. OHLSD’s positive steps to build a strong blended learning culture include: students completing online courses in Health, Spanish, Economics; using Google Apps for Education to increase collaboration and innovation; enrolling students in eKIDS courses that develop their technological talents as creators rather than consumers; offering hybrid courses (World History, English I, Intro-Engineering, Sociology, Digital Citizenship and Capstone); and using teacher created companion sites to support blended learning experiences for students. OHLSD and TRLSD have experience working with local colleges and universities to offer students dual enrollment credit. Currently, 134 OHLSD students and 39 TRLSD students are enrolled in dual credit courses. Co-ops and internships will build a new pathway for our students with some partners: UC, CSTCC, and a new relation with PCW. OHLSD & TRLSD embrace this new experience with confidence knowing that our partners have decades of experience.

Another study showed that student interaction and satisfaction improved, along with students learning more, in courses that incorporated blended learning. (DeLacey and Leonard, 2002). Because of the ability of students to self-pace, there is a higher completion rate for students in blended learning classrooms than to those in strictly e-learning situations (Flavin, 2001). When teachers use blended learning methods they can structure their classroom in a way that best meets their students’ learning styles and needs. Past Successes-TRLSDL’s positive steps to build a strong blended learning culture include: implementing the flipped classroom model in some mathematics classrooms, using digital textbooks in a Geography course, learning of AP course content through a 1-to-1 student to tablet program, utilizing students to operate digital auditorium and internal school communications equipment, and using Google Apps for Education to increase collaboration and innovation. OHLSD’s positive steps to build a strong blended learning culture include: students completing online courses in Health, Spanish, Economics; using Google Apps for Education to increase collaboration and innovation; enrolling students in eKIDS courses that develop their technological talents as creators rather than consumers; offering hybrid courses (World History, English I, Intro-Engineering, Sociology, Digital Citizenship and Capstone); and using teacher created companion sites to support blended learning experiences for students. OHLSD and TRLSD have experience working with local colleges and universities to offer students dual enrollment credit. Currently, 134 OHLSD students and 39 TRLSD students are enrolled in dual credit courses. Co-ops and internships will build a new pathway for our students with some partners: UC, CSTCC, and a new relation with PCW. OHLSD & TRLSD embrace this new experience with confidence knowing that our partners have decades of experience.

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.

**Evaluation Primary Contact: Michael Jones, Ph.D., Director of Research, Economics Center 225 Calhoun Street, Suite 370 Cincinnati, OH 45219**

* 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).

* For the dual-enrollment program and the internship program, there are two primary goals for student achievement: increases in college enrollment and increases in college graduation rates. The data for both of these measures will come from the National Student Clearinghouse (NSC). Based on student identifying information provided by the school districts, NSC will return longitudinal data on student success measures in college. The Economics Center will analyze data for both two year and four year degree programs. Over five years of the program, the Economics Center will obtain sufficient data to be able to calculate the change in these measures. In addition, cost savings will be calculated for students who participate in the dual-credit program. Because these students will earn college credit, they will not need to pay as much tuition when they enroll in postsecondary studies. For the internship program, the Economics Center will also analyze the types
**23. Describe the substantial value and lasting impact which the project hopes to achieve.**

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

Please enter your response below.

The substantial value and lasting impact for this proposal is found in our more highly skilled and work-ready students. Our students will confidently engage the world with options to enter the workforce with employment offers, the military with prior training and experience, or college/university setting with a variety of earned course credits and enriched learning experiences. An exit survey of our students will provide evidence of results in these three areas. For example, number of employment offers per student, number and amount of scholarship offers per student, acceptance rate of students into college of choice, number of students matriculating to college, etc. Our students will develop a relevant set of digital-based skills and dispositions having developed these attributes in blended learning environments. Since all high school students will have the opportunity for these blended learning experiences, we can monitor students’ acquisition of these skills by examining student course selection patterns, course performance grades, and other indicators that demonstrate the strength of students’ digital-based skill set. Our students will gain valuable onsite work experiences through co-ops and internships with regional employers. They will be employable upon graduation because they have developed the attitudes, skills, and experiences that employers are seeking for entry level positions. Evaluation procedures will be implemented to track student success in these experiences, as well as, follow-up surveys to determine the success of students who choose to enter the workforce immediately after high school. In addition to the impact on our students, this proposal also has lasting value and impact by building and sustaining key components of a model organization. Because of the successful implementation of this proposal the OHLSD and TRLSD will serve as a model organization that contains the following features: - establishes effective partnerships between K-16 districts, community colleges and state universities that provide mutually beneficial outcomes for all stakeholders--for example, increased graduation rates at both K-16 districts and the colleges/universities - reduces costs for K-16 district instructional expenses based on using the innovative approach of blended learning instructional practices. - provides pre-employment opportunities for high school students via co-ops and internships with regional employers. These will lead to increased employment opportunities or increased college options for our students after graduation from high school. - sustains key enhancements of the organization and strengthens the culture of the organization by using the train the trainer approach to strengthen the quality of our teaching.

**24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.**

*The applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.*

**Student Achievement**

In addition to the grant evaluation conducted by the UC Economics Center we will use Ohio’s new report card to monitor the achievement, progress, gap closing, preparation for success, and graduation rate to directly assess the success of the grant, and more importantly, our students. In particular we will use the elements from the Pre­pared For Success Component, college admission test, dual enrollment credits, industry credentials, honors diplomas awarded and Advanced Placement metrics to establish clear targets for our students. Our goal is to achieve an “A” by 2020 in each of those five components measured on Ohio’s New Report Card. The 2015 Report Card would serve as baseline data for the next five years.

**Spending Reduction in the five-year fiscal forecast**

One of the goals of the shared services model is to save costs by reducing the amount of employee resources. By monitoring the participation rate of school district employees, the UC Economics Center can estimate the cost savings that have accrued as a result of benchmarking against the number of existing employees. In addition, teacher training for this project will be provided through online, training modules which are accessible to every district. After each year, the UC Economics Center will report participation rates for teacher engagement, and if the rate is not on track to meet the targeted participation rate after five years, then a conference call or brief survey will be conducted to determine the reasons total staffing did not decrease as proposed.

**Utilization of a greater share of resources in the classroom**

A detailed analysis of our grant budget will clearly indicate that the vast majority of this proposal focuses on changing the way instruction, curriculum, and assessment are delivered in the classroom. The heart and soul of this proposal describes how we will transform the traditional high school experience to better align and connect students to college rigor, digital learning, and career skills. The three essential components of this proposal, early college, blended learning, and career readiness are designed to transform the classroom experience for
One of the stated Straight A Fund goals for this proposal is to implement a shared services delivery model. The Economics Center will measure participation in the project by documenting contributions and attendance for scheduled meetings and conference calls. Because this project relies strongly on existing staff at participating school districts, the future sustainability of this project becomes possible. One of the goals of the shared services model is to save costs by reducing the amount of employee resources needed to complete the program. By monitoring the participation rate of school district employees, the Economics Center can estimate the cost savings that have accrued as a result of relying on existing employees. In addition, teacher training for this project will be provided through online, training modules which are accessible to every district. After each year, the Economics Center will report participation rates for teacher engagement, and if the rate is not on track to meet the targeted participation rate after five years, then a conference call or brief survey will be conducted to determine the reasons for low participation.

By partnering with the UC, CSTCC and area businesses we will pool community resources and assets to better serve our students and our families. Connecting with area businesses for the purpose of developing mentorships, co-ops, internships, and jobs will better align the purpose of the new American high school and the economic needs of the region while this anticipated outcome might not be reflected in the school district’s budget we believe this proposal will dramatically lower the cost of college for families and make our students more employable and consequently lower the unemployment rate.

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.

Implementation of this project could be replicated in any high school in the state of Ohio. To implement this proposal a district must choose consciously to make a paradigm shift in beliefs about high school education. It will be through strong leadership at the district and building level that this shift will occur. Once a district commits to this change several pieces of the project must be implemented in order to move forward. Using the Plan - Do- Check- Act Cycle will enable districts to thoughtfully and effectively implement this initiative. Districts would need to commit a year of planning and resources in order to build ownership among stakeholders, determine a robust technology plan that could support advancement in providing students opportunities to learn and grow in a blended learning environment, earn early college credit and gain skills that build a successful bridge between school and the world of college, work and life. The planning and implementation stages of this project allows for a condensed time frame to be used in getting started. The sustainability of the project comes from taking the time upfront to bring on board stakeholders that will be trained and accountable for building strong partnerships with universities, community colleges, and business. Once these relationships are built course offerings must be aligned and restructured so as to give the students a 21st century expectation of career and college work. To replicate this initiative we suggest school districts take the following action: 1. Examine their current mission, vision, and core beliefs to ensure that they are aligned with the elements of early college, blended learning and career readiness. To drive sustainable change, a district needs to thoughtfully engage its stakeholders to create a clearly articulated mission to accomplish these goals. 2. Every high school in our state has private and public universities and colleges in their region. All high schools need to form partnerships with postsecondary institutions to design and implement a seamless K-16 pipeline. Early college models can be adaptive and flexible to best meet the needs of the local community. This proposal provides a road map for high schools and postsecondary institutions to follow. All high school students will need the rigor of a college readiness curriculum and the opportunity to earn college credit in high school. 3. This will require school districts to recruit, train, and hire high school teachers who have a Masters degree in their content areas. Many post-secondary institutions will expect teachers to have the appropriate training and expertise. 4. All high schools have the capacity to offer blended courses through a combination of hybrid classes and online courses. Districts can always partner with nearby districts or other organizations to make this happen. To personalize learning in large scale it will require districts to transition to a digital learning environment. Those decisions will be based on the district capacity and needs of the students. 5. All high schools in our state have area businesses and universities in their region from which they can pool resources to provide volunteer positions, jobs, internships, co-op opportunities and mentors. High school has to be better connected and aligned to the world of career readiness and work. The bridge that connects these two worlds could look different based on local resources. The important thing is to build the relationships and infrastructure to make it happen for our students. We plan to increase the scale of this proposal to include all of our high school students. Our expectation is to provide opportunities for all high school students to earn a minimum of six college credits to an associate's degree. We want every student to eventually earn four blended learning credits and participate in at least one internship, co-op, or volunteer position.

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).

Todd Yohey, Superintendent
Robert Sehlhorst, Assistant Superintendent
### Consortium Contacts

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
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<tr>
<td>Todd</td>
<td>Yohey</td>
<td>Superintendent</td>
<td>Grant Steering Team: Co-Chair</td>
<td>Superintendent Yohey has close to thirty years of experience in public schools in Ohio. For ten of those years he has served as a superintendent in two different school districts. In 2012 he was recognized by eSchool Media as one of ten national Tech Savvy Superintendents.</td>
<td>Through Superintendent Yohey's leadership, Oak Hills has effectively lead and efficiently managed numerous grants including Race to the Top, Asia Society's ISSN, and ODE's Early Literacy Grant. Oak Hills is well positioned to collaborate with its experienced partners to lead this innovative proposal.</td>
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<tr>
<td>Rhonda</td>
<td>Bohannon</td>
<td>Superintendent</td>
<td>Grant Steering Team: Co-Chair</td>
<td>Superintendent Bohannon has demonstrated over thirty years of innovative educational leadership in the classroom, building administration, and district office.</td>
<td>Over the last three years she has led Three Rivers in making the transition from five separate school buildings to one PK-12 campus new school containing over 283,000 square feet. She has a proven track record of effectively managing large complex projects</td>
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<tr>
<td>Janice</td>
<td>Urbanik</td>
<td>Executive Director, Partners for a Competitive Workforce</td>
<td>Grant Steering Team: Member; Assist with the Co-Op/Internship program implementation</td>
<td>Ms. Urbanik is also on the board/leadership council for the Women's Fund of the Greater Cincinnati Foundation, Jostin Construction, the National Network of Sector Partners and the Spirit of Construction Foundation. Prior to joining PCW, Urbanik was a consultant for Construction Process Solutions, Global Lead Management Consulting and the Women's Research and Development Center. She worked in health care and baby care for Procter &amp; Gamble Co. for 18 years. She has a bachelor's degree in mechanical engineering from the University of Pittsburgh and participated in the Cincinnati USA Regional Chamber's WE Lead Program and the Aspen Institute's Sector Skills Academy.</td>
<td>In Janice's experiences outlined above, she has served in various leadership and consultation roles to advance the accomplishment of complex and challenging projects</td>
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<tr>
<td>Kyle</td>
<td>Rutledge</td>
<td>Regional Director of Growth &amp; Development, Education Elements</td>
<td>Grant Team: Member; Chief consultant assisting OHLSD's and TRLSD's transition to the blended learning model</td>
<td>Mr. Rutledge develops new Education Elements partnerships as a Regional Director of Growth &amp; Development in the Eastern United States. Before joining the company, Kyle was a Vice President of Sales and Senior Regional Sales Manager at Blackboard, Inc. where he helped to start virtual learning programs at the state, district and school levels. He has also worked as a Director of Sales</td>
<td>Mr. Rutledge serves in a leadership role at Education Elements, which partners with districts, schools, and organizations to enable them to imagine, design and implement new instructional models that personalize learning. They curate instructional technologies to get the right solution in schools and help schools navigate the fragmented education technology marketplace. The Education Elements Platform increases student access and engagement, provides data and</td>
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<td>Name</td>
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<tr>
<td>Richard Robles</td>
<td>Assistant Professor of Mechanical Engineering</td>
<td>Grant Steering Team: Member; Provide leadership for the Co-Op/Internship Program implementation</td>
<td>Member; Provide leadership for the Co-Op/Internship Program implementation</td>
<td>Mr. Robles currently serves as an Assistant Professor of Mechanical Engineering and Program Director of UC’s Academic Internship Program. The University of Cincinnati developed the first collegiate co-op program in the United States. He is uniquely qualified to serve as a consultant for designing and implementing a world class co-op program for our high school. MBA and Certificate in Assessment and Evaluation: University of Cincinnati MS in Counseling and Student Personnel: Minnesota State University, Mankato BA Liberal Studies: Northern Arizona University. With over fifteen years of experience in higher education, Rich has considerable proficiencies in electronic portfolios, assessment, leadership development, college student development, and program management. Prior to working in the University Honors Program, Rich served as the Assistant Director and interim Director for UC’s Student Activities &amp; Leadership Development office. Rich holds a MBA and Certificate in Assessment and Evaluation from UC, a MS in Counseling and Student Personnel from Minnesota State University, Mankato, and a BA in Liberal Studies from Northern Arizona University.</td>
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<td>Kathryn Lento</td>
<td>Director Career Engagement at Education at Work</td>
<td>Grant Steering Team: Member; Provide leadership for the Co-Op/Internship Program implementation</td>
<td>Member; Provide leadership for the Co-Op/Internship Program implementation</td>
<td>Ms. Lento's experience includes: The Devine Group, Director of Product Development and Strategy - Major Match (Jan 2010-Jan 2013); Education: Nelson A. Rockefeller School of Public Affairs MPA, Management, State University of New York College at Geneseo BS, Business Certifications: Major Match Coach, The Devine Group. In Kathryn’s experiences outlined above, she offers the following skills as she will assist our students in transitioning from high school to the world of work: coaching, customer service, and leadership, management consulting, and marketing strategy.</td>
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<td>O'dell Owens</td>
<td>President, Cincinnati State Technical &amp; Community College</td>
<td>Grant Steering Team: Member; Chief consultant assisting OHLSD's and TRLSD's transition to a new high school model that offers students the opportunity to earn a minimum of 6 college credits to a maximum of an Associate's degree.</td>
<td>Member; Provide leadership for the Co-Op/Internship Program implementation</td>
<td>President of Cincinnati State. He currently holds the position of President for Project GRAD (Graduation Really Achieves Dreams), a collaborative of the Cincinnati Public Schools system. He is the former President and Chief Executive Officer of RISE Learning Solutions, Inc., a national non-profit organization that uses technology to bring world-class training to adults who care for preschool aged children. (Project GRAD and RISE are both initiatives of KnowledgeWorks Foundation.) He is the former chairman of the Cincinnati Public Schools. As noted in his experiences listed above, Dr. Owens has extensive experience leading complex and challenging projects.</td>
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Superintendent Advisory Committee, the Cincinnati Board of Health and University of Cincinnati Board of Trustees.