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

A) APPLICANT INFORMATION - General Information

1. Project Title:
R2R: Rigor, Relevance, and Recovery on the Course to College and Career Success

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

Each year, alarming numbers of students quietly disengage from school with less than two years to complete their high school education. This project proposes innovative, efficient and effective strategies for using data, digital content, and online tools to personalize learning, amplify student voice, and re-engage students in the reclamation of their pathways to career credentials and college readiness. The project also proposes to re-engage, re-capture students who may have recently dropped out of the consortium school districts.

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.

2278 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
Rick Smith

Organizational name of lead applicant
Springfield-Clark Career Technology Center

Address of lead applicant
1901 Selma Road

Phone Number of lead applicant
937-325-7368

Email Address of lead applicant
ricksmith@scctc.org

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

- Yes
- No

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

Add Consortium Members

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

- Yes
- No
If you are partnering with anyone, please list all partners by name on the “Partnering Member” page by clicking on the link below.

Add Partnering Members

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

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

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

The current state or problem to be solved; and

PROBLEM: April 15, 2013. Patriots Day in Boston, Mass. At 8:59 am, 26,839 competitors crowd in for the start of another Boston Marathon. For reasons unimaginable at the time, some will never finish. But what if no one finished? What if nearly 30,000 runners started the 26.2 mile marathon, and systematically, silently, sadly stepped off the course and...vanished into the crowd. What if there were no cheers at the finish line? What if the entire last four or five or six miles was blanketed in an eerie, wispy stillness? Sadly, that is exactly what has happened in schools across Ohio every year since 2009-10. At or about 30,000 high school students decide they have had enough, disengage from learning, abandon their dream, and, for most, quietly fade from sight. The consequences for dropout are daunting. They are much more likely than their graduating peers to be unemployed, live in poverty, or receive public assistance. Dropouts are more likely to find themselves in prison, on death row, unhealthy, and divorced, and are more likely to be single parents with children who are at elevated risk of perpetuating the cycle (Bridgeland, J., Dilulio, Jr., J., Morison, K., 2006). Bob Wise, former Governor of West Virginia notes that drop outs from the class of 2008 will cost the US an estimated $319 billion over their lifetime which includes lost income due to lack of education and the cost of publicly funded healthcare, prisons and other services (edweek.org, April 2, 2009). But the problem is not just the dropout rate. Few alternatives exist for credit deficient high school students that entice them to re-engage in traditional school. When they do, curricular offerings generally lack rigor, depth of knowledge, and authentic student voice that truly reflect career and college readiness. They may earn a diploma or its equivalent, but they likely have not demonstrated competencies that exhibit preparedness for what comes after high school.

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

SOLUTION: This innovative project flips the instructional model from instructional time as an inflexible constant to instructional time as student-centered variable. Credit deficient students will access digital course content when it is best for them, either in short snippets of time more aligned to their behavioral preferences or at odd hours as might be necessary in order to accommodate unusual circumstances that might otherwise prohibit adherence to a "regular" 7:45 to 3:15 bell schedule. This project also enhances engagement by uniquely incorporating student voice into the lesson activity design process simply by asking, "If you were trying to teach other students this concept, how would YOU do it?" This simple outreach to involve students in the instructional design process transforms the learning process from teacher-led isolation and relative irrelevance and unimportance to one of students' value. This project will use unconventional strategies to design, develop, and deliver personalized learning options to students through digital course options planned by teachers, enhanced by learning activities captured through student crowd sourcing, and delivered via the state's Learning Management System, iLearnOhio. External facilitators will monitor quality and ensure content alignment to the state's new learning standards and principles of digital content from Quality Matters and iNACOL to lead teachers through essential elements of online-supported course construction and curriculum mapping for core coursework required for graduation. External facilitators will also use Dagget's Rigor and Relevance framework to promote depth of knowledge of concepts and drive performance assessments to inform data driven decisions for each student's course path. In essence, teachers will inform the what; students will inform the how. Upon completion of course construction, students in consortium districts and throughout Ohio will have access to rigorous, relevant, and engaging digital content aligned to Ohio's learning standards that will lead to credits toward graduation in core content areas and restore a student's pathway toward college and career readiness.

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.)

Goal 1: Credit deficient HS students will earn credits toward graduation in the core subjects. Goal 2: More students will graduate on time (4 year graduation rate). Student Engagement: Boredom and apathy are given by students as primary reasons for dropping out of High School. As a result, including student interest in the equation for student performance is a critical step in instructional design. As one of the strategies to increase achievement, the consortium will seek to solicit student, parent and teacher input through crowdsourcing and focus groups. By engaging students in the design of courses and lessons, the issue of boredom and lack of student engagement will be addressed. Utilizing the Design of Dagget's "Rigor and Relevance" will foster interest as students master 21st century skills. Data-Driven Decision-Making (DDDM) (U.S. Dept. of Ed., 2012): Performance assessments will be administered prior to each course to determine students' mastery of educational content. Given that many of the students who are credit-deficient have already satisfied the "seat-time" requirement in semester or year-long classes, there is a need to provide focus on exactly what students need to know and be able to do. From each performance assessment, the specific group of standards in the units or modules will be provided to the student. In essence, each student will have a course path to ensure competencies and mastery for a final authentic or summative assessment for the course. Instructional Delivery: By providing the modules/units of the course online or in a blended model, the student determines the time and pace, not the class time. Students will proceed through their Course Path at their rate - ensuring subject mastery. An online teacher will also ensure essential understandings are mastered. Ultimately it is the "on-demand" aspect that will also increase student graduation. The ability to take the class from a teacher from another district (consortium member) may also provide motivation to students who may have failed the class from a
C) SUSTAINABILITY

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.)

Currently, grant consortium districts spend an estimated $1,096 per student per class on summer school offerings. This cost per pupil is calculated using an average of 18 students per summer school class, with an instructor's average salary and benefits at $324 per day for 6 weeks (30 days), plus $250 per day stipend for supervision and administration, $83.33 per day for facility use, custodial, and materials. It is anticipated that verifiable and permanent savings of nearly $600 per student will be realized in instructional and administrative salary and benefits, facility use, supplies and materials, and transportation. As is currently the case, credit deficient students attend individual school classes daily over a six-week period in June and July. Each class has limited enrollment capacity of generally 15-20 students, requires a classroom teacher, a program supervisor, a physical space with ongoing custodial services, instructional materials and supplies, and, in some districts, cost of transportation to and from the school. Transitioning to online summer school courses allows more than 15 students to enroll in a single section of English 9, for example, moderated by a single English 9 teacher, with no requirement for physical meeting space, limited involvement of a program director or administrator, no materials and supplies, and no requirement for transportation, except for in-person administration of beginning, middle, and end of course performance assessments.

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.)

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.)

The consortium members will engage in a shared service delivery model of credit recovery courses offered online or in a blended design based on local decisions made at the district or building level. Responsibility for gathering student, parent and teacher input through crowdsourcing, focus groups and surveys will also be shared in this undertaking, therefore not putting the burden on one district. Course development to include the assessment/curriculum maps, units/modules and lessons will be a joint effort among all consortium members. By garnering the expertise of the subject matter experts in the teaching force of all of the high schools involved, the work will be shared; and teacher buy-in will be enhanced. Teachers will be asked to volunteer for this project and paid stipends through the grant; or the districts may choose to provide substitute teachers. The financial impact of either path is the same. By purchasing a resource for the high school core courses required for graduation available on iLearn Ohio, the districts will receive advantageous pricing with the size of the contract versus purchasing as a single district. All maps (Pacing guides), units/modules and lessons as well as lessons will be available on the iLearn platform.

Timeline: While the timeline is ambitious, the first courses will be piloted in the first year of the grant, with all courses available within the timeline of the grant. Due to the nature of the consortium, this is doable, whereas in a single small district, it would be next to impossible. The powerful shared service delivery model will be realized in the districts with the courses offered online and in labs throughout the school year. It is anticipated that the consortium members will share online teachers, therefore being able to offer the courses on-demand to students not just when there is a teacher available or the course is scheduled. The shared service delivery model will also be realized with students who typically must attend summer school to re-take courses where they have completed the required "seat-time" but not mastered all the concepts, for whatever reasons. Through a blended lab model or totally online students will have the opportunity to also work during the summer or conduct internships during the school year. With the emphasis in Ohio on college and career readiness, students presently in participating career centers will be able to take required courses that they had not previously received credit for in their home district—on their timeline —when they need it to graduate. With this project, CTC/JVSD students no longer will have to go back to their home school (where they originally fell behind) to schedule credit recovery classes. They'll be able to work with their current counselors and teachers to ensure their needs are being met.

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)
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.

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

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.

2,525,959.50 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The budget for this initiative is allocated to three general categories: digital resources, curriculum design, and technical assistance. Resources to be purchased for this project include digital content in the core academic areas as well as health and PE, all requirements for graduation. These digital resources will be embedded in the instructional units and will enhance content delivery and acquisition of knowledge and skills. Estimated cost for the digital content is $425,000 which will cover 5,000 student subscriptions for up to $85 each. (Purchased Services) Projected costs associated with Curriculum Design total $1,380,000. These funds will offset the cost of instructional design work completed by teachers in the summer and during non-contract time. It is estimated that it will take approximately 30 days (at a teacher stipend of $250/day) to construct and maintain curriculum maps, units, activities, and performance assessments for each of the 16 courses. Up to 8 teachers from each of the consortium districts will participate in the design and development of each course. Additionally, one teacher will serve as the lead designer for each course (at a stipend of $1,000). (Purchased Services) It is estimated that it will take approximately 30 days to construct and maintain curriculum maps, units, activities, and performance assessments for each of the 16 courses. Up to 8 teachers from each of the consortium districts will participate in the design and development of each course. Additionally, one teacher will serve as the lead designer for each course. 8 teachers (x) 30 days (x) $250 = $60,000 (x) 14 courses = $840,000 plus 2 courses (x) 4 teachers (x) 30 (x) $250 = $ 60,000 plus 16 Course leaders @ $30,000 each = $ 480,000 TOTAL $1,380,000 Additional costs for this project will be incurred for technical assistance and support of planning, implementation and monitoring of the grant through the 2014-15 school year. Technical assistance includes contracted project management and project coordination, curriculum design facilitation, education technology help and consultation, communications services, and external evaluation of project goals and deliverables. Estimated costs to effectively support planning, implementation and monitoring are $720,959.50. # Days Rate Overhead Total ESC coordinator 52 $1,000.00 0.0549 $54,854.80 Ed Tech 20 $1,000.00 0.0549 $21,098.00 Proj Manage 52 $1,000.00 0.0549 $54,854.80 Content Spec 48 $1,000.00 0.0549 $506,352.00 Steering Com 12 $1,000.00 0.0549 $12,658.80 Communication 10 $1,000.00 0.0549 $10,549.00 Teacher Train 9 $1,000.00 0.0549 $49,494.10 iLearn Load 20 $1,000.00 0.0549 $21,098.00 Ext Eval 20 $1,500.00 0 $30,000.00 TOTAL $1,380,000 $425,000 + $1,380,000 + $720,959.50 = $ 2,525,959.50

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

Yes
Applications 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.

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<th>If yes, specify the amount of annual expected savings. If no, enter 0.</th>
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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 how the project is self-sustaining.

Currently, grant consortium districts spend an estimated $1,096 per student per class on summer school offerings. This cost per pupil is calculated using an average of 18 students per summer school class, with an instructor’s average salary and benefits at $324 per day for 6 weeks (30 days), plus $250 per day stipend for supervision and administration, $83.33 per day for facility use, custodial, and materials. It is anticipated that verifiable and permanent savings of nearly $600 per student will be realized in instructional and administrative salary and benefits, facility use, supplies and materials, and transportation. 18 students times 2 districts times $1,096 equals $39,456. Both CTCs expect to save approximately $6,000 per year in VLA expenses for credit recovery services. As is currently the case, credit deficient students attend individual school classes daily over a six-week period in June and July. Each class has limited enrollment capacity of generally 15-20 students, requires a classroom teacher, a program supervisor, a physical space with ongoing custodial services, instructional materials and supplies, and, in some districts, cost of transportation to and from the school. Transitioning to online summer school courses allows more than 15 students to enroll in a single section of English 9, for example, moderated by a single English 9 teacher, with no requirement for physical meeting space, limited involvement of a program director or administrator, no materials and supplies, and no requirement for transportation, except for in-person administration of beginning, middle, and end of course performance assessments. This is particularly important for career center students because currently most career center students must take credit recovery classes through their home district at a cost to them and their families. At Springfield-Clark CTC, there are seven different home schools with seven different processes for credit recovery. To be able to have one plan for all students would be easier for us and for our students. Students come to the CTC/JVSD their junior year in high school. Our tight schedule does not allow us to have students take credit recovery during their school days those two years. We need to be able to offer them an opportunity for taking classes on their free time, in the summer and complete credit recovery while we have them before they feel the overwhelming pressure of trying to do it all their senior year. Once a student starts attending their JVSD/CTC most students begin to feel they are more a student at that school more than a student of their home school. So many of our students are uncomfortable going back to their home school for anything. The CTC/JVSD is a fresh start for them, and any lingering failure or discomfort is replaced by feelings of belonging and success. With this project CTC/JVSD students could schedule credit recovery classes through their CTC/JVSD.

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.

This project is self-sustaining in that funds saved from reduced costs of face-to-face summer school programs described in #14 will offset the minimal cost of updating digital content and online course maintenance and management. As the proposed program will not increase the districts’ technology equipment capacities, the maintenance of computer equipment does not factor into the cost model. Plus with the shared services of all the consortium members, the districts will receive advantageous pricing with the size of the contract versus purchasing as a single district. All maps (Pacing guides), units and modules as well as lessons will be available on the iLearn platform and at no cost to any of the districts.

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**: June 2014 - Aug 2014

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

June 2014: Consortium district members meet to develop district and consortium action & communication plans which include specific dates for: - all Grant meetings - focus groups, crowd-source activities, surveys or other ways to gather input from valuable stakeholders - communication to teachers, students and parents who may volunteer to be part of the development of maps, units and lessons June-Aug: Districts discuss options available to each district with the grant and collaborate on the possibilities such as the following, but certainly not limited to: - credit by assessment, competency or mastery learning - online 6-9 week programs with standard online student-teacher interaction (time is the variable determined by districts or student flex plans) - Blended Credit recovery opportunities during normal school hours in addition to before/after school programs - 12-month program which includes summer school credit recovery and online advancement Districts will communicate with stakeholders including students, parents, teachers to determine above options for planning - Decision by Nov. June-July: Districts and facilitator(s) develop and reach consensus on the questions for social media, crowd sourcing as well as focus groups for the following stakeholders: Students, parents, teachers, business community members and trade groups who are part of the career center. The number of focus groups, etc. will be determined with each consortium member. Communication and logistics sent to stakeholders July-Aug: Stakeholder input solicited by the various methodologies chosen by each district with final submission by Aug 31, to be provided to central collation. The consortium will provide monthly updates to their Boards, to the community through local newspaper, as well as email to students and teachers. Action plans will provide specifics with the communication plan for each consortium member.

* Anticipated barriers to successful completion of the planning phase

Barriers may be lack of participation due to summer vacation, but other means will be sought.

18. Implementation - Process to achieve project goals

**Date Range**: July 2014 - August 2015

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

7-8/14 - Consortium members meet - Content specialists determine digital resources for the core areas - Districts select courses they will lead - Districts poll teachers, students, parents to gauge interest in course design - Content specialists identified to lead each course development team - Teams formed for all of the courses - Project manager hired to oversee and coordinate - Facilitators and trainers sought 8/14 - Training provided to all course developers on Rigor and Relevance Framework (Daggett) and LMS platform. 9/14 - Stakeholders develop common templates for: *Pacing Guide * Units or modules *Lessons *Performance Assessments - Stakeholder input sought on template format 9-10/14 - Teacher teams develop maps, units, lessons, assessments for 1st set of modules for 1 course in each core area - Steering committee mtg & progress monitoring 11-12/14 - Modules uploaded into LMS and reviewed for alignment - Pilot 4 courses/modules - Revise based on input - Teacher teams develop 2nd set of modules - Steering committee mtg & progress monitoring 1/15 - Launch first set of modules - Pilot and revise 2nd set of modules - Teacher teams develop 3rd set of units, lessons, and assessments - Steering Committee mtg & progress monitoring 3/15 - Launch 2nd set of modules. - Pilot and revise 3rd set of modules - Teacher teams 4th set of modules - Steering Committee mtg & progress monitoring - Evaluation of student success on 1st courses 4-5/15 - Launch 3rd set of modules - Pilot and revise 4th set of modules - Evaluation of student success on 2nd set 5-6/15 - Launch 4th set of modules - Steering Committee mtg & progress monitoring - Evaluation of student success on 3rd set 6-7/15 - All courses available for summer school - Revision of courses based on student & teacher input 8/15 - Project evaluation

* Anticipated barriers to successful completion of the implementation phase.

Anticipated barriers include communication among consortium members and complex constituencies, coordination of activities involving multiple systems and local processes, teacher availability, unanticipated leadership and teacher turnover.

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

**Date Range**: July 2014 - May 2015

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


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

Anticipated barriers include unanticipated turnover in external facilitators and evaluators and key district personnel (project champions), insufficient / inconsistent participation in summative evaluation data collection and surveys

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:

**Personalized learning is a critical component in the development of college and career readiness as well as improved student engagement. In this data-driven decision-making (DDDM) culture the grant will fundamentally change how the participating districts teach and operate in the following ways:**

**STUDENTS:** - The sustained use of technology-supported learning for students will increase access to available instructional resources where time for learning becomes the variable rather than the constant, and demonstration of content competency, not seat time, is the basis for earning credit. - Lessons designed with students' interest and preferences will promote engagement, as well as foster a culture of including student input in all aspects of their educational path - Formative Assessments prior to each course will determine which standards reveal a gap in learning, and provide for the individual Course Path for the student, therefore using DDDM to ensure student engagement in what they need to know and be able to do will allow students to be the architects of their learning, (student-directed versus teacher-directed) TEACHING CULTURE Teachers who participate in the development of these digital courses will: 1. Develop an understanding of the fundamental components of digital classroom architecture and pedagogy. 2. Use digital media to enhance teaching and learning activities. 3. Demonstrate competency in the application of the Rigor and Relevance Framework for enhancing learning episodes. 4. Develop depth of knowledge related to Ohio's new learning standards and assessment literacy. 5. Effectively utilize student input and activity ideas to build engaging online content. 6. Utilize student assessment data daily to design student course paths. 7. Collaborate with other content specialists in other districts to problem-solve and create together, thus promoting a sense of support and professional expertise which the NLS require as learning is taken to a deeper level. 8. Flexible work days could also be realized, particularly during summer school when students may work during the day and be online in the evening, requesting teacher assistance. PARENTS: - Parents will be part of the evolving process and will be valued partners as their input is solicited and used, thus promoting a sense of partnership in the schools involved, as well as their child's education. - Parents will receive ongoing communication and be part of the process in the student learning path for the courses. RESOURCES/CONTENT - By using iLearnOhio iQity the districts and community will explore the multitude of available free resources to schools and become adopters. - Resource and content will consistently be current with online resources and textbook purchases for the credit recovery course work will be supplemental at best. - Blended learning practices and techniques will be evidenced as the project progresses - Districts will explore other creative ways to share resources and personnel through online and collaborative practices.

**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 innovative project provides a means for students to access learning opportunities that are not bound by time or place, as offered in a traditional bricks and mortar school that adheres to a "regular" 7:45 to 3:15 bell schedule. Students will be able to access personalized course content to accommodate individual circumstances. They can become engaged in learning at any time and for any duration. This project also transforms the learning process from being an isolated teacher-led, relative-limited experience to one that is student-centered, connected, and valued. This will have a positive impact on engagement by uniquely incorporating student voice into the lesson activity design process. Simply by asking students the question, "If you were trying to teach other students about this idea, how would YOU do it?" In essence, offering a credit recovery process that delivers highly engaging personalized learning opportunities that are relevant and client-focused within a flexible timeframe will capture an underserved student population that have dropped, or have the potential of dropping, out of school. According to extensive research on dropouts by Dr. Robert Balfanz of the Everybody Graduates Center at Johns Hopkins University, the reasons for failing are the most frequently cited by students can be characterized as non-school barriers to access and or school-based barriers to engagement. Clearly, the single-most powerful indicator of engagement is student attendance, and nearly half of all drop outs admitted they were simply "absent from school too many times." Eighty percent of the students responding to The Silent Epidemic Survey indicated that their chances of staying in school would have increased if classes were more interesting and provided opportunities for real world learning. (Bridgeland, et al, 2006) Dr. Anthony Picciano, a Sloan consortium researcher, believes that online learning will continue to grow. "My sense is that online credit recovery will increase of the next several years. We saw a definite blip upward in the number of school districts using online credit recovery between our first study in 2007 and our follow-up study in 2009; I think that the nature of online credit recovery will expand to make greater use of blended learning techniques..." Picciano also emphasized the impact of changing pedagogical approaches and their value in online credit recovery stating: "Individualized instruction, modularization, multimedia infusion, and on-going assessment are some of the pedagogical techniques that typify many online credit recovery courses" (Picciano, A.J., 2009). Edweek focused the March 5, 2014 online issue leadership series: "16 Success Stories in Leaders to Learn From." One of those leaders is Ms. Plenick, superintendent in Dysart in the article "Arizona Leader uses Technology to Personalize Learning." Dysart was one of the first districts in the state to adopt the "Move on When Ready" program a "competency-based pathway to high school graduation based on the idea of personalized learning." Move on Where Ready, a national initiative developed by the National Center on Education and the Economy, "breaks away from the traditional idea of seat time and focuses instead on personalization. Students move on when they've fully grasped concepts and ideas, regardless of the number of days in the classroom." We need to personalize education and tap into students' skill sets and
22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project’s progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

The external evaluator (EE) will be Reedeus.com, a knowledge management company that specializes in behavioral change measures. The evaluation method will be a quasi-experimental model in which changes in pre and post assessments of teacher knowledge and skill are compared to similar teachers in non-participating districts.

* 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).

EE will also develop an early warning system for consortium districts using each district’s data. At a minimum, the early warning system will include: - Assembling longitudinal data for individual and cohorts of students on *a) graduation status *b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores - Identifying the threshold level of each predictor that gives students a high probability of dropping out - Testing the predictors to be certain they accurately identify a high percentage of the students in that district who drop out of school Prior to any formal activities related to the project, the EE will administer an assessment for the participating teachers to measure baseline knowledge, skill, and behaviors in the Rigor and Relevance Framework (RRF), digital content design, and assessment literacy. The EE will also administer a post-assessment of knowledge, skill, behaviors in the essential concepts of the project. EE may administer student pre and post surveys to measure self-reported levels of engagement that will inform a district-by-district case study to describe the project impact on student learning. EE will collect, analyze and present implementation descriptions so that other LEAs can replicate the planning, implementation, and monitoring practices. These activities include assessing course design, course completion rates, and credits earned by participating students.

* 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.

EE will also develop an early warning system for consortium districts using each district’s data. At a minimum, the early warning system will include: - Assembling longitudinal data for individual and cohorts of students on *a) graduation status *b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores - Identifying the threshold level of each predictor that gives students a high probability of dropping out - Testing the predictors to be certain they accurately identify a high percentage of the students in that district who drop out of school Prior to any formal activities related to the project, the EE will administer an assessment for the participating teachers to measure baseline knowledge, skill, and behaviors in the Rigor and Relevance Framework (RRF), digital content design, and assessment literacy. The EE will also administer a post-assessment of knowledge, skill, behaviors in the essential concepts of the project. EE may administer student pre and post surveys to measure self-reported levels of engagement that will inform a district-by-district case study to describe the project impact on student learning. EE will collect, analyze and present implementation descriptions so that other LEAs can replicate the planning, implementation, and monitoring practices. These activities include assessing course design, course completion rates, and credits earned by participating students.

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 full potential of Web-based education has yet to be realized in schools. At a conference in the summer of 2010, Bill Gates predicted that "five years from now, place-based activity... will be five times less important than it is today." Online learning is transforming education and creating new opportunities to accommodate the needs of students and others who seek the convenience of Web-based education. Educators are moving from viewing technology as simple automation to technology as a vehicle for exploration and creation. Technology provides the opportunity for at-risk students to be successful. Technology: -Builds self-esteem -Changes reluctant learners to motivated learners: -Empowers students; -Provides multiple and flexible learning opportunities; and -Creates a psychologically safe learning environment (Wesley, 2004). Computers can expand the educational horizons for teachers and students. With technology training and support for teachers and students, the full potential of instructional technology can be realized. * Much of the information above was excerpted from: Smink, J., & Schargel, F. P. (Eds.) Helping Students Graduate: A Strategic Approach to Dropout Prevention. Clemson, SC: National Dropout Prevention Center/Network, 2004. The quantifiable response for the goal will be an increase in the 1. # of credits earned through the credit recovery grant (achievement) and 2. Increase in graduation rate 3. Gather baseline data for those who have already dropped out, but will return. Our collaboration with the project partners can be expected to continue after the grant. Partners will augment each other’s operations to reduce or even eliminate some expenses. Collaborating partners may help identify new funding streams or other resources to continue operations. Sustainability planning will be conducted throughout our grant project and not just as the grant nears its end. All practices will be continuously evaluated in terms of importance to program operations, and what it will take to continue practices deemed crucial. Personnel will have received additional training during the grant, which can be used to continue the project. Equipment and supplies acquired during the grant will be available to continue the project. Any changes in management structure and/or policies anticipated during the grant that will help improve the efficiency and effectiveness of operations and support sustainability. The savings in staff and resources for traditional summer school realized through this project will sustain the program past the grant years.
24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

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

* Student Achievement

Specific benchmarks related to "Goal 1: Student achievement" include: - By May 2015, 50% of students in the consortium districts identified as "at risk" to drop out will enroll in and successfully complete one or more online courses. That number will increase by 25% per year until 100% is achieved in 2017. - By January 2015, 50% of teachers in consortium districts will demonstrate competence in designing and delivering instruction aligned to the Rigor and Relevance framework. That benchmark will increase to 65% in 2016, 80% in 2017, 90% in 2018, 100% in 2019. - By 2016, four year graduation rates in consortium districts will increase by 30%. By 2019, graduation rates will exceed state indicator rates.

* Spending Reduction in the five-year fiscal forecast

This project should realize spending reductions in staff and resources for any traditional stand alone summer school program.

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

Timeline: While the timeline is ambitious, the first courses will be piloted in the first year of the grant, with all courses available within the timeline of the grant. Due to the nature of the consortium, this is doable, whereas in a single small district, it would be next to impossible. The powerful shared service delivery model will be realized in the districts with the courses offered online and in labs throughout the school year. It is anticipated that the consortium members will share online teachers, therefore being able to offer the courses on-demand to students not just when there is a teacher available or the course is scheduled. The shared service delivery model will also be realized with students who typically must attend summer school to re-take courses where they have completed the required "seat-time" but not mastered all the concepts, for whatever reasons. Through a blended lab model or totally online students will have the opportunity to also work during the summer or conduct internships during the school year. With the emphasis in Ohio on college and career readiness, students presently in participating career centers will be able to take required courses that they had not previously received credit for in their home district---on their timeline ---when they need it to graduate.

* 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

With Ohio's New Learning Standards (NLS) all school districts have been scurrying to develop curriculum maps, create meaningful units, performance assessments and engaging lessons. Every school district is at some stage of the curriculum revision process for one or more of the core content areas. Some districts will pay teachers to work over the summer while others provide substitutes and release time during the school year. Still others wrongly assume the newest resource they purchased fulfills the publisher's guarantee that it is aligned with the New Learning Standards. What results is the investment of lots of time, lots of effort with much duplication. Credit Recovery classes are often the last to be revised, if ever, and just present the same information, in the same way as the first course. All of the newly created curriculum maps, pacing guides, units/modules, assessments and lessons will be available on ilearnOhio and/or iQity platform. All will be aligned with the New Learning Standards. Further, the model proposes to use the consortium school districts to develop all educational teaching tools, as developed by the core content experts in the respective core areas, thus utilizing a percentage of the time it would take each district to create independently. This grant can serve as a blueprint for other districts and/or Career Centers to adopt.

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). Rick Smith, Superintendent Springfield-Clark CTC
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<tr>
<td>Thomas</td>
<td>Goodney</td>
<td>Superintendent</td>
<td>Responsible for coordination and leadership as a member of the consortium</td>
<td>The ESC's primary support for the project will be provided by Dee McGlothlin, Innovation Specialist, who has served as the lead facilitator of Project Based Learning and is credentialed along with six other ESC staff members, in iLearnOhio as well as Quality Matters</td>
<td>The Educational Service Center of Central Ohio (ESC) has a long, successful history designing, coordinating, and monitoring district-specific innovations, Race to the Top initiatives, online professional development, and Straight A Grant projects. The ESC conducts approximately 1,500 online and face-to-face professional development activities annually attracting more than 26,000 participants per year.</td>
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<tr>
<td>Matt</td>
<td>Bishop</td>
<td>Superintendent</td>
<td>Responsible for coordination and leadership of the district as a member of the consortium</td>
<td>Matt Bishop has been in education for 17 years, 14 of which he has served as a building or district level administrator. He is currently the superintendent of Lockland Local Schools. Matt received his Bachelor of Science from Miami University and his Master of Science and Doctorate from the University of Dayton.</td>
<td>Prior to being named superintendent at Lockland, Matt served as a high school principal in the Carlisle Local School District for 8 years and 8 years as a middle school principal, teacher, and technology coordinator for the Twin Valley Community Local School District in Preble County. Matt was the youngest person elected to the Carlisle Board of Education in 1999 where he served one term.</td>
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<tr>
<td>Greg</td>
<td>Dye</td>
<td>Vice President of IQ Innovations</td>
<td>IQ Innovations is the consortium’s partner for the grant.</td>
<td>The IQity eLearning Platform is the most complete solution available for the electronic search and delivery of online curriculum, courses, and other learning objects. Delivering over one million courses each year, the IQity Platform is a proven success for students, teachers, school administrators, and district offices, as well as state, regional, and national education officials across the country. Educators can use the IQity eLearning Platform to provide distance learning for their students, supplement an in-school lesson with digital learning experiences, or blend both together for a hybrid learning environment. Through the IQity Marketplace, teachers and school districts can pick from state-standardized curricula to find lessons that best fit their district, classroom or even individual students. With over a decade of experience, IQ Innovations has seen online education move from strictly a distance-learning option for students with unique situations, to a more complete solution that enables teachers, schools, states, and regional or national organizations to improve the educational experience within the traditional</td>
<td>In addition to providing the consortium’s Learning Management System (LMS), IQ, headquartered in Columbus, Ohio, has led statewide tech initiatives in California, Ohio (iLearnOhio), and South Carolina to enhance online and blended learning.</td>
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<td>Rick Smith</td>
<td>Superintendent, Lead Applicant</td>
<td>Bachelor of Science in Social Studies from Mankato (MN) State University</td>
<td>Mr. Smith was named Superintendent of the CTC May 15, 2012. Prior to that time he served as Interim Superintendent for two and a half months and Executive Director since July 2010. He has been in career technical education since 2001 and has served as an administrator at Tri-Rivers Career Center in Marion, Ohio and at Tolles Career and Technical Center in Plain City, Ohio. Mr. Smith obtained his Bachelor of Science degree in Social Studies from Mankato (MN) State University. He also holds a Master of Arts degree in Youth Development from Concordia (St. Paul, MN) University. He completed his coursework for principal licensure at the University of Findlay and his superintendent licensure work through Ashland University. He enjoys working with parents/guardians, business partners, and partner schools to provide a positive educational experience for the students of Springfield-Clark CTC and Clark County. Mr. Smith and his staff hosted Bill Daggett on their campus for a day long staff in-service on the Rigor/Relevance framework back in 2011 and have been a &quot;Model School&quot; since 2010 and a &quot;High School That Works&quot; site since 2005. The CTC has been a 1 to 1 school for seven years.</td>
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<tr>
<td>Jay Phillips</td>
<td>Director of Secondary Curriculum</td>
<td>BA in Middle Childhood Education from the College of Mount Saint Joseph MA in Educational Administration from Ball State University</td>
<td>Will receive superintendent's license in May of 2014 6th Grade Mathematics teacher for five years at Bridgetown Middle School, Oak Hills Local School District Athletic Director for two years at Bridgetown Middle School, Oak Hills Local School District Assistant Principal for three years at Delhi Middle School, Oak Hills Local School District Directed the district's middle school technology department, science curriculum, math curriculum, gifted education, and special education. House Principal at Oak Hills High School for two years, Oak Hills Local School District Directed the high school science curriculum, math curriculum, business curriculum, and technology department. Coordinated and managed $600k International Studies Schools Network Grant through the Asia Society</td>
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