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Adjusted Allocation | 0.00
Remaining | -717,381.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
Advanced Career Pathways

2. Executive summary: Please limit your responses to no more than three sentences.
In ten (10) high school sites in the HSTW SW Ohio network, we will increase student achievement by implementing a four-course sequence in the SREB Advanced Career pathways (Health Informatics, Aerospace Engineering, Clean Energy Technology, Energy and Power, Innovations in Science and Technology, or Advanced Manufacturing), using ready-to-implement coursework that includes rigorous core academic content as well as technical content, related comprehensive training for teachers, tools and technology for project-based learning, and valid and reliable end-of-course exams and surveys as built-in evaluation and feedback instruments that also can be used to justify dual credit. Once implemented, these engaging courses remain in place in those schools with no added costs, requiring only the normal cost of doing business in any classroom, and can be replicated in other schools within a district, CTPD, or across district lines.

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

3. Total Students Impacted:
300
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
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

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

First Name, last Name of contact for lead applicant
Margaret A. Hess

Organizational name of lead applicant
Warren County CTPD

Address of lead applicant
3525 North State Route 48 Lebanon, Ohio 45036-1038

Phone Number of lead applicant
513.932.5677 ext. 5200

Email Address of lead applicant
Maggie.Hess@mywccc.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
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 problem: nearly 8,300 students dropout of schools daily; 36% drop out when they are in the ninth grade. (See Item 21 for supporting research and source.) According to Dr. Gene Bottoms, Senior VP, Southern Regional Education Board, only 25% of students who graduate HS are academically prepared for college, and only 44% of those who proceed to college will graduate in the first six years. However, students who take a four-course CT sequence subsequently graduate HS and enroll in postsecondary studies at higher rates than their peers. (The Condition of College and Career Readiness 2012, ACT, 2012) In addition, students often enroll in electives that meet graduation credit requirements but do not prepare them for work or post-secondary studies. As a result, they may drop out of HS, daunted by courses that do not meet their interests or engage them to succeed.

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

The proposed innovation: First, to keep students in school, we must engage them. We want them not only to graduate, but also to be prepared for success in the workplace and/or postsecondary training/college. To enter the workplace successfully, students must be prepared in high-demand, high-skill, high-wage areas that will enable them to support themselves (and often a family) adequately. By incorporating job-ready technical skills and rigorous core academics in fully developed study units that utilize authentic, project-based scenarios, the Advanced Career four-course sequence provides students with pathways to new interests and increased motivation to succeed at the secondary level as a means to an end. With a new context for learning, the non-CT/non-college-bound “general studies” student prepares for multiple post-secondary options. Advanced Career offers well-developed career pathway courses that enable all students to refocus their high school years before it is too late. This project addresses the identified problem by incorporating engaging instruction, guidance and advisement, extra help, both formative and summative assessments, and 21st century knowledge and skills in its four-course sequence in one of five areas: Health Informatics, Aerospace Engineering, Clean Energy Technology, Energy and Power, or Innovations in Science and Technology. Ten sites will prepare for implementation via this grant, and other sites will benefit by being able to replicate the model after observing the process and the expected increases in student academic achievement and both career and college readiness. The project equips and establishes labs for 30 students in each of 10 satellite locations and provides teacher training for two teachers per site to increase sustainability. The established curriculum includes valid and reliable end-of-course exams. Once in place, the labs, curricula, and existing trained teachers require no additional costs to sites, as students are re-focused from current lower-level course electives into this higher-level sequence. SREB has developed and field-tested these curricula. They will train teachers for two weeks in a manner that avoids disruption of instruction, and academic support teams will receive an orientation to the model to insure that students are taking the right academic courses in tandem with the Advanced Career CT sequence. Partnering career centers will work to establish articulation agreements to provide dual credit opportunities for upper level courses in the sequence. Ultimately, more students will complete high school, academically prepared for both post-secondary training and/or college, workplace ready and goal-oriented.

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.)

The Advanced Careers course pathways are rigorous and cross-curricular. Each course in these sequences is hands-on, rich with projects, and intellectually demanding; all require application of the common core state standards. They reinforce and synthesize core knowledge in mathematics, the sciences, social studies, and language arts, adding mastery of industry-utilized technology and standards. This fusion of rigorous academics and real-world career-technical skills and practices engages students to develop greater depth of knowledge in multiple subject areas, as well as to master those soft skills that prepare them for self-directed study and initiative in the workplace. The course sequence, in each of the five areas, is available to any and all students; it has valid and reliable end-of-course exams that measure level of achievement, and the work-based learning component promotes a depth of knowledge that goes beyond that of traditional classrooms. Most importantly, the Advanced Careers course raises student achievement by replacing less-rigorous, schedule-filler electives that lack purpose and direction, with courses that are transportable and scalable across states and schools, with a strong focus on quality so that students are ready for an entry-level job or postsecondary education without remediation in the selected pathway. College prep students, who may find that they cannot afford to enter a postsecondary institution immediately after high school, have a formal pathway to employment in a high-demand field as a gap-filler before continuing their post-secondary education. Traditional students broaden their academic achievement beyond the core subjects to include an applied technology component that takes core academic knowledge to a greater level of understanding and skill. Based on the three case studies documented by SREB at www.sreb.org, the expected outcomes in
Student achievement include an increase in the percentage of students, particularly low-income and minorities, who graduate from high school prepared for post-secondary studies, advanced training, and the work place. It is expected over time that there will be significant increases in the number of students who complete a college-ready core curriculum, complete the four-course Advanced Careers sequence, commit to postsecondary academic studies or advanced career training, and graduate from high school meeting college and career readiness standards in mathematics and literacy. By their nature, the Advanced Career courses have a greater rigor and depth of knowledge than traditional courses, supported by the synthesis of multiple subject areas and the inclusion of the applied, work-based learning component.

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.)

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.) Using the CTPD delivery model for satellite programs increases the sustainability and provides built in scalability for those districts that elect to implement the Advanced Career programming in the future.

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
### 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.**

<table>
<thead>
<tr>
<th>Yes</th>
<th>If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.</td>
</tr>
</tbody>
</table>

#### Yes

- There should be no new/recurring costs for this project once the curriculum is in place, with trained teachers and software-equipped labs. That is the crux of this project. Students will be moving from less rigorous, non-focused electives in either the college preparatory or "general" track to the Advanced Career coursework, which would require simply a shift in the cost of staffing from one set of courses to another—no additional staffing cost, for implementation. Further, the cost of end-of-course exams that are available for the Advanced Career sequence is included for five years and eventually could be borne by the student or replaced by dual credit exams. Annual professional development for teachers to improve and update their skills is already a cost of doing business for school districts. The cost of the biannual HSTW Assessment, which establishes baseline data for academic readiness in reading, math, and science, is prepaid through line-item funding by the State budget for HSTW sites. A five-year maintenance agreement is included in the purchase price of the equipment which negates the need for ongoing equipment replacement and repair. Schools have existing technical support personnel and/or contracts in place for technical support which again eliminates the need for additional costs in sustaining the project. Not only are there no unaccounted for recurring costs in this project, the expected return on investment—benefits to students in terms of their academic and career readiness—is an incredibly high return rate relative to startup costs.

#### 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?

**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.**

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<th>0.00 If yes, specify the amount of annual expected savings. If no, enter 0.</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>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.</td>
</tr>
</tbody>
</table>

**[There will be no additional expenditures or savings.]**

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

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

There should be no new/recurring costs for this project once the curriculum is in place with trained teachers and software-equipped labs—the crux of this project. Students will be moving from less rigorous, non-focused coursework in the college preparatory or "general" sequence to the Advanced Career coursework, which would require a shift in the cost of staffing from one set of courses to another, at no additional cost. Further, the recurring cost of end-of-course exams that are available for the Advanced Career sequence are included for five years and eventually could be borne by the student or replaced by dual credit exams, once the agreements are in place at the advanced level. Ongoing professional development of teachers over time is already a cost of doing business for school districts. The cost of the biannual HSTW Assessment is already line-item funded by the State budget for HSTW sites. It is expected that as students experience the engaging, hands-on curriculum of Advanced Career courses and the potential for immediate post-secondary employment or transcripted post-secondary credit, more and more students will want to participate. In addition, other sites will want to replicate the model. The curriculum, a $5,000 expense, is free to Ohio sites due to the state’s involvement in piloting the model. Opening the lab to additional classes by replacing an additional elective is cost neutral to schools once the lab is in place.

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

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range August 30, 2014-September 30, 2014

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

August 2014 - Recruit sites interested in implementing the Advanced Career course sequence. August 9, 2014 - Meeting at HSTW SW Ohio offices with all regional HSTW sites, representatives from Great Oaks ITCD, Warren County CTPD, and SREB representative for Advanced Career model to discuss available curricula and process for implementing satellites. August 12-16, 2014 - Sites sign letter of commitment, and site teams meet with consultants to determine lab locations and conduct information sessions for students, parents, and faculty to insure registration for second semester; sites receive their awards to assist in process to plan labs, recruit students; sites identify elective being replaced by first Advanced Career course in sequence to free teacher and schedule. Consultants work with full faculty at implementing sites to insure that the key practices and key conditions of HSTW are in place. August 19-23, 2014 - Sites review HSTW Assessment reports (prepaid assessments/surveys were administered in January 2014); consultants assist in assessment report review and interpretation as part of existing HSTW commitment to sites. Assessment will provide baseline percentage of students meeting college readiness standards in reading, mathematics, and science. August 30 - Grant team (consultants, partner and applicant representatives, project manager and evaluator/psychometrician) meet to discuss progress/concerns, and to arrange two-week training for teachers over multiple days October-December 2014. September 2014 - Sites inform students and parents to populate first course; academic calendar development for course takes place. September 30 - Sites begin registering up to 30 students for first course in Advanced Career sequence and SREB-recommended academic courses.

* Anticipated barriers to successful completion of the planning phase

Students/parents reluctant to start sequence; sites encouraged to pre-select students who would benefit most from re-purposing their high school experience. Lack of sufficient site commitment; difficult to plan for transition mid-year; budgets already established. Payment of $10,000 to implementing sites creates incentive and alleviates concerns of unreimbursed expenses.

18. Implementation - Process to achieve project goals

* Date Range October 1, 2014-June 9, 2015

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

First semester: Two teachers from each implementing site complete two-week training for course they will teach during second semester;
The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results.

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

The responses 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.

Based on three case studies (documented by SREB at www.sreb.org) in which a different Advanced Career pathway full-course sequence was implemented in Kentucky, South Carolina, and West Virginia, the following are expected outcomes relative to the goal of increased student achievement: It is expected that there will be an increase in the percentage of students, particularly how-income and minority youth, who graduate high school prepared for postsecondary study, advanced training, and work. The actual impact can be measured by the increased proportion who: Complete a college-ready core that includes 4 years of English, math, and lab-based science. Complete the entire 4-course CT sequence of Advanced Career. Commit to pursuing postsecondary study or advanced training in a career field. Graduate high school meeting readiness standards in mathematics and literacy (reading, writing). By their nature, Advanced Career courses introduce students to a greater level of rigor and a greater depth of knowledge, ultimately preparing students for more options after graduating high school—options that include college, postsecondary career training, and workplace readiness. As more students engage in their own learning and prepare effectively for the future, their achievement will reach far beyond the academic measures of education and into their level of productivity and employability in the workplace.

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 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.

Dr. Susanne Davis, clinical psychologist with extensive training in psychometrics, will oversee the evaluation process, internally. Dr. Davis (513-677-5641; 9454 Old Village Dr., Loveland, OH 45140; msdavis1225@cinci.rr.com) will have an outline of the summative evaluation prepared by October 28, 2014, for grant team and partner review and input. Dr. Davis will utilize HSTW assessment results, end-of-course exams, random exit interviews (to include post-secondary plans that may have changed after experiencing the Advanced Career course), student Likert scale evaluations, teacher group feedback sessions, and grant team debriefing sessions to inform her summative evaluation. She and the grant coordinator will utilize a Gantt chart and regular meetings of the grant team and subteams to monitor progress, based on the anticipated timeline, and assess expenses versus budget with fiscal agent. Using the ten key practices of HSTW, Dr. Davis will identify a baseline measure and quantify changes in level of implementation of those key practices, before and after students and staff have experienced the new course model. Key items in the student and teacher survey reports, from the 2014 HSTW Assessment given in January 2014, will be asked again of students and teachers in the new courses and compared to the original data. It is expected that indicators of student engagement, rigor, hands-on lab work, and similar items will show more positive survey outcomes for those who experienced the Advanced Career model. Grades in other subjects will be compared for students who take the Advanced Career course, first semester versus second semester, with the expectation that grades should improve overall as students are involved in this rigorous coursework. The summative evaluator will identify a metric that will provide an ROI for the funds invested to inform replication and provide information to both participating districts and the grantor.

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

Because the Advanced Career 4-course sequence has not had widespread implementation, there is no existing evaluation of the expected increase in student academic achievement or career readiness. However, each course has a valid and reliable end-of-course exam associated with it that can measure the successful completion of the course by those taking it; further, there will be the potential for dual credit to be earned, and achieving that benchmark would be a reasonable measure of academic achievement. It follows then, that if the number of students earning the potential college credit in this program increases, given that the transcripting of college credit is a reasonable measure of academic achievement, then this would support the claim that the project increases academic achievement. Already in place and quantifiable, and the method to be used to measure the student achievement outcome, is the biannual HSTW Assessment (2009NAEP) in reading, mathematics, and science. As more students complete the sequence in their high school career, there should be a corresponding increase in the percentage of students who meet the college readiness benchmark in all three academic areas. Considering the project itself, within the course implementation period, the monitoring device will be a GANTT chart to measure progress, with the ultimate success of the grant being the outfitting of ten computer labs, filled with thirty students each, all teachers well-trained, and the Advanced Career first course being implemented at the start of the second semester of the FY15 school year. Whatever percentage of that work is accomplished by June 30th, on a quantifiable scale, would become the measure of success against 100%. Since that would be largely an input measure, a part of the grant process will be to design and implement an evaluation process/instrument/set of measures that will inform this grant team, the grantors, and future implementers of Advanced Career courses.

* 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.

The plan to monitor and modify the grant process is built into the timeline, with regular reviews and discussion among the grant team. As the barriers are identified, there are alternative measures in place, including reallocation of resources to meet needs. An accurate and complete record of the grant process will be maintained by the project manager and included in the summative evaluation. A Gantt chart will be
monitored throughout the implementation process; since the ultimate objective is student achievement, teachers will meet monthly online to discuss challenges in getting students to meet course standards for success. Extra time and extra help will be used as needed, and site consultants will assist with this process and with identifying instructional practices that will benefit all students. Project manager, fiscal agent, partners, and grant team members will identify concerns at regular intervals and work with fiscal agent to adjust allocation of resources as needed. Specific actions relative to barriers that might occur are stated in the barriers sections of the timeline.

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.

Once the computer labs, associated software, reusable supplies, teacher training, and curriculum are in place, and there is successful implementation of the Advanced Career four-course sequence(s) as CT satellites, they are sustainable and without additional cost, other than the normal cost of doing business to deliver classroom instruction to students. Further, students who were in non-productive electives, which served no relevant purpose other than posting credit for high school graduation, will have moved from those courses to the Advanced Career sequence, exchanging the cost of doing business in a non-productive arena for the same cost to be applied in a more productive one-Advanced Career. Over time, the lasting impact will be to provide greater rigor and relevance to the classroom experience for any and all students, giving college prep and “general” students alike the chance to prepare for a productive workplace experience—whether before or after college. Engaged students are likely to have better deportment, perform better in all subject areas, and set higher expectations for their futures. Work-based learning experiences will enhance the soft skills of students, better preparing them for employability as well as self-directed study. The network of 70+ HSTW SW Ohio sites, both MS and HS, provides a venue for sharing the experiences and replicating this promising best practice of Advanced Career courses. The value will be felt in the economy as more students graduate on time, well-prepared for both work and post-secondary learning in the region.

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

The specific benchmarks this project aims to achieve in five years include two specific measures. First, using the January 2014 HSTW Assessment as a baseline measure, the increase in student achievement over time, as a result of implementation of the Advanced Career course sequence, should be reflected in an increased percentage of seniors who meet the basic college readiness benchmark score in reading, mathematics, and science, along with a corresponding increase in the percentage of students who achieve at the higher proficient and advanced readiness levels in the three academic areas assessed. Seniors who have completed the four-course sequence of Advanced Career, either in subsequent semesters or over a four-year period, could be taking the HSTW Assessment in FY16 and again in FY18. It is expected that with those four-course sequence completers, there would be a corresponding increase in the percentage of seniors at the three college academic readiness levels of basic, proficient, and advanced, and a decrease in the percentage of students below basic, or not college-ready. This national assessment is valid and reliable. Second, with the development of articulation agreements and dual credit opportunities for the final two courses in the sequence, over a 5-year period, the number of students taking the Advanced Career sequence and earning college credit should increase. In addition, one would expect a corresponding increase in enrolled student GPA’s. Finally, although there is no direct measure, a clear metric/benchmark would be an increase in the number of students who complete the Advanced Career pathway sequence and who successfully transition to postsecondary training or college, or successfully enter the workplace in that pathway. While these courses have been field-tested in a variety of states, there has not been sufficient time of implementation to establish results comparable to the ones described above.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

We will assess the scalability of this shared services model in June, 2015, based on how many additional sites within the Warren County and Great Oaks CTPD and within the HSTW SW Ohio consortium request to replicate the model for the following school year.

* 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

This project is fully replicable in sites throughout the state. Because Ohio piloted the Health Informatics coursework for SREB, the Advanced Career curricula are free to Ohio sites. Startup costs would be similar to those for each of the ten sites in this project; however, lessons learned will be shared with other sites in the HSTW SW Ohio consortium of more than 70 HS and MS sites through the Best Practices Showcase. In addition, HSTW SW Ohio commits to conduct professional development sessions to assist sites in the planning, implementation, and evaluation phases of Advanced Career pathways as part of its deliverable services. Grant consultants are also HSTW SW Ohio staff members. All sites can replace less-productive electives with one or more of the Advanced Career course sequences to give students a greater return on their investment of time and energy in electives. Readiness for a productive job, as well as increased academic readiness for post-secondary studies, provide an incentive for sites to make a one-time investment for the long-term benefits of Advanced Career pathways.

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).

Yes I, Margaret A. Hess, 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).
Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda</td>
<td>Radtke</td>
<td>513.619.2330</td>
<td><a href="mailto:Radtke@hstw.org">Radtke@hstw.org</a></td>
<td>High Schools that Work SW Ohio</td>
<td></td>
<td>8 Enfield Street, Room 217, Cincinnati, Ohio, 45218</td>
<td></td>
</tr>
<tr>
<td>Robin</td>
<td>White</td>
<td>513.771.8840</td>
<td><a href="mailto:whiter@mywccc.org">whiter@mywccc.org</a></td>
<td>Great Oaks Institute of Technology and Career Development</td>
<td></td>
<td>3254 East Kemper Road, , Cincinnati, Ohio, 45241</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
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<tr>
<td>Michelle</td>
<td>Walker-Glenn</td>
<td>Consultant HSTW SW Ohio</td>
<td>Site consulting for the grant</td>
<td>Dr. Walker-Glenn a former high school principal and mathematics teacher, Common Core Blackbelt, and co-author of Strategies for Numeracy Across the Curriculum; Mike Ross, Ohio ASCD Director;</td>
<td>She serves as a consultant with multiple schools regarding HSTW ten key practices implementation.</td>
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<tr>
<td>Roberta</td>
<td>White</td>
<td>Great Oaks CEO</td>
<td>Coordinate the work on the articulation agreements with local universities.</td>
<td>Dr. White has more than thirty years of experience in academic and career technical education and leads an organization with an outstanding 2013 career technical report card. She leads the largest CTPD in the state of Ohio.</td>
<td>Dr. White has had responsibility for the implementation of many grants including participation in federal and state grants. Most recently her district is grant from PBL grant funded through the Ohio Association of Career Technical Superintendents organization</td>
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<tr>
<td>Sussanne</td>
<td>Davis</td>
<td>Psychometrics Consultant for HSTW SW Ohio</td>
<td>Summative evaluation of the project</td>
<td>Dr. Davis is practicing psychologist and Procter &amp; Gamble (P&amp;G) retiree with extensive work in psychometrics;</td>
<td>Directs the HSTW assessments for all of Ohio and has been lead evaluator on other grants.</td>
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<tr>
<td>Linda</td>
<td>Radtke</td>
<td>Executive Director</td>
<td>The primary responsibility for implementation of this project would be assigned to Linda Radtke, Executive Director of High Schools That Work (HSTW) SW Ohio, a 501c3 organization. Ms. Radtke has served in this capacity since 2003, following the tenure of Bill Lambert, a founder of the organization.</td>
<td>Linda has been an educator for almost 30 years, five years as a high school advanced mathematics teacher, ten years as an economics instructor at the University of Cincinnati, and the remaining years with HSTW SW Ohio. Linda holds a B.S. in Secondary Education (Mathematics/Business/Computer) and M.Ed. in Secondary School Administration.</td>
<td>In addition to managing HSTW SW Ohio, which serves 74 school sites in the region, Ms. Radtke successfully has overseen major grant projects from KnowledgeWorks and The Greater Cincinnati Foundation. These include an expansion grant to increase the initial six HSTW sites to fourteen, development of a manual for secondary principals for implementing literacy across the curriculum, and publication of Strategies for Numeracy Across the Curriculum, a guide for teachers and principals.</td>
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<tr>
<td>Garry</td>
<td>Huysse</td>
<td>Consultant HSTW SW Ohio</td>
<td>Site consulting for the grant</td>
<td>Mr. Huysse is a retired P&amp;G executive with expertise in strategic planning;</td>
<td>He has experiences as a strategic planning consultant with multiple schools and organizations.</td>
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<tr>
<td>Margaret</td>
<td>Hess</td>
<td>Superintendent</td>
<td>Mrs. Hess will have oversight of the satellite course development and implementation and overall fiscal</td>
<td>Ms. Hess has a broad range of experiences in her 30 plus years in education as a special educator and also as a career technical education leader and district CEO.</td>
<td>Mrs. Hess had responsibility for the implementation of many grants including participation in federal and state grants. Most recently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steve</td>
<td>Gill</td>
<td>Consultant HSTW SW Ohio</td>
<td>Site consulting for the grant</td>
<td>MS principal and part-time staff member at U.S. Grant Career Center</td>
<td>He serves as a consultant with multiple schools regarding HSTW ten key practices implementation</td>
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Responsibility, her district is grant for PBL grant funded through the Ohio Association of Career Technical Superintendents organization.