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Adjusted Allocation: 0.00

Remaining: -366,588.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Business Training Center for 9th and 10th grade students

2. Project Tweet: Please limit your responses to 140 characters.
A hands-on business training center to promote career exploration and career readiness for 9th and 10th grade students.

This is an ultra-concise introduction to the project.

3. Estimate of total students at each grade level to be directly impacted each year.

This is the number of students that will receive services or other benefits as a direct result of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.

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</tbody>
</table>
4. Explanation of any additional students to be impacted throughout the life of the project. 
*This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.*
We may explore options to serve higher grade level students through additional events and activities.

5. Lead applicant primary contact: - Provide the following information:
First and last name of contact for lead applicant
Kara Shibiya
Organizational name of lead applicant
Cincinnati Public Schools
Address of lead applicant
2651 Burnet Ave.
Phone Number of lead applicant
513-363-0338
Email Address of lead applicant
shibiyk@cps-k12.org

*Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.*

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.*

a. The current state or problem to be solved; and

"An economy built to last demands that we keep doing everything we can to help students learn the skills that businesses are looking for." - President Obama. Preparing our students for post-secondary success requires a completely different educational experience than it did even just one generation ago. According to the McGraw-Hill Education 2015 Workforce Readiness Survey of nearly 1,000 college students, 58% felt their time at school should adequately prepare them for the workforce, yet only 20% felt very prepared for the workforce, 51% did not learn how to write a resume in college, 56% did not learn how to conduct themselves in an interview, and 58% did not learn how to network or search for a job. According to a recent University of Cincinnati report, more than 40,000 young people drop out of high school in Ohio each year.

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

Today's students are our region's future employees and our future entrepreneurs. To prepare our students for the opportunities ahead, we are helping students gain relevant skills and understand the expectations of the workplace. But it's about more than just covering the bases of what students need to know before entering the workforce. We also want our students to be inspired by professionals and find the careers that spark their passion. At the start of the 2014-15 school year, CPS launched My Tomorrow*ed, a bold vision that by the year 2020, 100% of all seventh grade students will be prepared to actively pursue their chosen career paths at graduation. To meet this challenge, we have begun to embed more career readiness skills in content areas and integrate more technology into our classrooms, giving students the tools necessary to chart their career pathways and build their social and emotional skills; however, we recognize an opportunity to further support
our students’ career exploration and workforce readiness skills through a hands-on Business Training Center (BTC) in partnership with the University of Cincinnati and Partners for a Competitive Workforce, our region’s workforce development leader. Because it’s not enough to tell our students what we expect; we need to give them the full experience. Housed on the campus of the University of Cincinnati and centrally located in the heart of the city, the BTC will serve all 9th and 10th grade students at eight CPS high schools during the grant year, allowing for in-depth exploration into each of the 16 “career clusters” as identified by the Ohio Department of Education. Students attending the center will participate in day-long sessions built around career readiness soft skills and in-depth career exploration into one or more career pathways. Workshop topics include: Resume Building, Careers in the Community, Financial Literacy for Careers, Job Application Basics, Professional Communication, Solving Ethical Issues in the Workplace, and Team Work. Students also will use a “makerspace” area for interactive, hands-on career demonstrations from multiple STEAM career professionals—engineers, electricians, musicians, videographers, computer programmers and more. Over 2,000 students each year will visit the training center for day-long immersive experiences with local career professionals that will support each student’s exploration and preparation in a post-secondary career pathway. Beginning in the 2015-16 school years, industry professionals, higher education partners, the regional Chamber of Commerce and school district administrators began analyzing our region’s workforce development needs and identifying opportunities to make this type of immersion into multiple career industries a reality for our students. Support through a Straight A Fund grant would provide the seed funding needed to expand our capacity to provide this relevant career readiness training to all 9th and 10th grade students, while cost savings and collaborative partnerships will provide sustainability moving forward. We believe this effort will create a cornerstone to improve our student’s academic performance, and ultimately, allow for real-world meaningful exploration in the business skills needed to succeed post-graduation.

9. Select which (up to four) of the goals your project will address. For each of the selected goals please provide the requested information to demonstrate your innovative process. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.
   Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

The proposed Business Training Center (BTC) will be developed and scaled fully over a 2-year timeframe to create a direct channel to provide career mentoring, experiential-based learning activities, and business networking activities for future CPS graduates to be successful and sustainable post-secondary employment. The BTC will develop a strong core of volunteer leaders who will work with students to develop real-world skills and knowledge through internships, job shadowing, mentoring, and a K-12 roadmap of career readiness activities. Projected outcomes of this work over the 2-year implementation timeframe include: 1) students who demonstrate increased career readiness skills (soft skills); 2) students who know themselves and have identified a future career pathway prior to graduation; and ultimately, 3) students who are more engaged in their high school experience, demonstrating higher levels of grade level promotion, academic achievement, and graduation rates.

ii. What assumptions must be true for this outcome to be realized?
   Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

Students need to know what to expect after high school, how to meet demanding expectations, how to communicate effectively, how to collaborate, how to use technology, how to think critically, how to develop and bring to life novel ideas, how to advocate for themselves and how to build networks, so they can continually adapt in a rapidly changing world. In order to succeed, we will need the full support of our primary project partners: the University of Cincinnati and Partners for a Competitive Workforce, collective buy-in of our district’s teachers and administrators, student and school baseline data, financial resources (both through the Straight A Fund grant and through in-kind partnerships), a centralized space conducive for hosting business training for students, digital resources in the training spaces, and a cadre of business volunteers committed to supporting the implementation of this engaging and relevant curriculum.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

In 2015, CPS began a partnership with the Cincinnati USA Regional Chamber of Commerce to create the Business-Education Connectivity Council (BECC). The BECC aims to open the door for Greater Cincinnati youth to see post-high school employment opportunities that maximize their potential and meet our region’s workforce needs of the future. Building on this partnership through the BECC, the district launched the CPS PRO pilot during the 2015-16 school year at three high schools in an effort to ensure students develop into proactive, proficient professionals. Students have a unique opportunity to learn about career opportunities and gain a leg up on the job market; volunteers have a chance to pass on their knowledge and lessons learned to a new generation; and businesses have an opening to strengthen the region’s talent pipeline and economic prospects. Through year-round school activities and partnerships with regional businesses, CPS PRO aims to provide 11th graders with skills that will aid their career development - no matter if they choose to directly enter the workforce or go on to obtain higher education after high school. These interactions will help students see the career opportunities that exist and the skills that they will need to fill these positions. Through the initial rollout of the pilot earlier this school year, we’ve seen a tremendously positive reaction from our students, our business partners and our community. Building on this momentum with our 11th grade students, we look forward to expanding the efforts of the CPS PRO pilot to include curriculum and activities for 9th and 10th grade students at the BTC in the following school year.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.
   These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

To measure progress towards our indicators of success we will track several measures, including: 1) students who demonstrate increased career readiness skills (soft skills) as reflected through assessments in the Naviance and Career Ready 101 platforms; 2) students who know themselves and have identified a future career pathway prior to graduation as reflected through Gallup and career inventory surveys through the Naviance platform and career pathway planning completed with school guidance counselors; and 3) students who are more engaged in their high school experience as demonstrated in higher levels of grade level promotion, academic achievement, and graduation rates.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future
To account for student academic achievement through this initiative, we will use several data points, including the following: 1) The number of students receiving training at the center. 2) The number of industry partners engaged in the center. 3) The change in student interest levels in each of the 16 identified career clusters. Naviance data for incoming 9th grade students will be used to identify career interests prior to receiving training at the center and will be collected in the 2014-15 school year. 4) ACT scores for 11th grade students. 5) Completion rates of Ohio Means Jobs digital "backpack" items, including: resumes, business cards, etc. We also will look at the averages of the following school-wide and district-wide data points in comparison to those students participating in the program: grade level promotion, attendance rates, behavioral referrals, and student engagement survey results.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

In a perfect world, outcomes would be perfectly achieved without any challenges; however, there is great value in learning from and adapting to challenges. Should our previous assumptions prove false or for some reason not turn out how we expect, we will adjust our course. The Business Training Center (BTC) strategy team will meet monthly to discuss project implementation, successes, challenges, and future goals/dreams. We will use this time to closely monitor the activities and outcomes presented in this proposal, and should we begin to experience unexpected roadblocks, our strategy team will analyze best practices, adjust our strategies, and continue to monitor the outcomes and data supporting the long-term vision that we seek. We will create a tracking table describing proposed activities in a "who/what/where/when" format - assigning measures and timelines to each activity. Data from this table will be used to prepare bi-annual reports for the implementation team and evaluation committee. These reports will compare actual accomplishments to projected targets with the tracking measures attached as evidence. The implementation team will review the reports to determine if program goals are being met and make recommendations for adjustments. If measured progress is insufficient to meet program objectives, we will reassess components of the plan and adjust as necessary. We will look at the overall impact of each component of the tracking table and seek to identify areas for increased efficiency, greater sharing of resources and gather consistent feedback from our students and educators on ways to further "move the bar" towards supporting this initiative. Reassessing periodically throughout the project also will allow the district to identify and address potential obstacles early on, avoiding lackluster results, growing apathy for change within the instructional staff, and lack of commitment from our students.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

*Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.*

ii. What assumptions must be true for this outcome to be realized?

*Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.*

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

*Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.*

ii. What assumptions must be true for this outcome to be realized?

*Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.*

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

*Note: this is the preferred indicator for this goal.*
v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available. These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.
Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?
Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes. These should be measurable changes, not the accomplishment of tasks. Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison. Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

   a. New - Never before implemented
   b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
   c. Replication - Expansion or new implementation of a previous Straight A Project
   d. Mixed Concept - Incorporates new and existing elements
   e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

      Enter Budget

   b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

   c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

      Upload Documents

      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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

366,588.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget. Responses should provide a 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.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

15. Please provide a narrative explanation of sustainability costs. Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

17. Please explain how these cost savings will be derived from the program.

18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

19. Please explain the source of these reallocated funds.

D) IMPLEMENTATION

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

21. Planning
<table>
<thead>
<tr>
<th>E) SUBSTANTIAL IMPACT AND LASTING VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Describe the expected changes to the instructional and/or organizational practices in your institution.</td>
</tr>
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</table>

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 processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

We want our students to learn about themselves—their dreams, their aspirations, and their strengths, combined with higher expectations in the classroom and greater access to relevant career exploration to provide the skills, knowledge and confidence needed to pursue the pathways of their choice. The end result: Students who are better prepared for more rigorous learning standards, graduation requirements - and the workforce. We know that as we allow students to make these new and exciting connections within themselves and with each other, our students will become more engaged in their learning process and better prepared to achieve post-secondary success.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Barb Mattei-Smith, Director of Performance and Accountability, Cincinnati Public Schools, 513-363-0171, smithba@cps-k12.org

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

The district will establish a BTC evaluation committee representing internal and external stakeholders who will meet regularly throughout the grant year to review the project's progress and determine if the set goals/outcomes are being implemented in the agreed upon timeline and according to the consortium's strategic plan. Evaluation will follow a two-phase format. Phase I will monitor activities from January through June of each school year through 2021-22. The evaluation design will be a combination of quantitative and qualitative gauges and based on a logic model with four major categories: 1) INPUTS - ODE Straight A Fund grant, in-kind contributions, and partnerships; 2) ACTIVITIES - recruitment of business partners and volunteers; development of 9th and 10th grade career-readiness curriculum; staff and volunteer training; completion of career-readiness training and activities for participating 9th and 10th grade students; collection of evaluation data and feedback; 3) SHORT TERM OUTCOMES - increased student-level engagement; increased student academic achievement; increased student interest and exploration in future career pathways; 4) LONG TERM OUTCOMES - increased graduation rates and increased college/career readiness in CPS graduates. Evaluation committee meetings will be bi-annual and formative in nature with the intent to assess progress and provide information to monitor and improve the project. The committee will review ongoing training center activities, and evaluate their effectiveness towards the previously mentioned performance goals. The district will share outcome information with a variety of parties, including the school board, parents, teachers, funders, the community, and our workforce development partner agencies.
27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

Simply put, partnerships will be the key to our success. In order for our efforts to succeed, we cannot operate within a silo, nor would we want to. We understand that our challenges are not unique to Cincinnati Public Schools-school districts across the state and country are facing similar challenges in the times and resources necessary to provide career exploration and job readiness; however, we feel confident that our strong partnerships with the regional workforce development partners, institutions of higher education, and a strong cadre of business volunteers are the vital elements in making these efforts a success. We envision great outcomes for our students, and look forward to scaling our efforts in creating visionary and sustainable change in this arena. Outside of our district, we look forward to sharing freely our results with others through publications and online materials in an effort to support other districts in emulating these best practices. We also will seek out local, state and national conferences and speaking opportunities in which to share the exciting work of this initiative and the impact we’re seeing our students’ lives. The Ohio Department of Education’s Straight A Fund will serve as a lynchpin partner in this initiative and we look forward to working with the Straight A Fund committee on additional ways of sharing the good news with those in our region and throughout the country.

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

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

I Agree
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<th>Consortium Contacts</th>
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<tr>
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</tr>
<tr>
<td>Kathie</td>
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<tr>
<td>Sean</td>
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## Implementation Team

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</thead>
<tbody>
<tr>
<td>Dr. Jill</td>
<td>Hollander</td>
<td>Career-Based Learning Manager</td>
<td>Dr. Hollander will serve on the BTC strategy and implementation team representing CPS.</td>
<td>In her current role with CPS, she writes curriculum for K-12 career-based learning, recruits partners and volunteers, plans BECC-CPS career-based learning events, researches career-based learning opportunities and implements innovative career-based learning practices.</td>
<td>Prior to CPS, Dr. Hollander was the District-Wide Literacy Administrator working with CTE and College and Career Readiness Initiatives for Valley View School District in Illinois.</td>
<td>She holds a Doctorate in Education from Rockford University.</td>
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<td>Sean</td>
<td>Kelley</td>
<td>Talent Pipeline Director</td>
<td>Mr. Kelley will serve on the BTC strategy and implementation team representing Partners for a Competitive Workforce.</td>
<td>In his role with the PCW, Kelley oversees the Talent Pipeline Initiative, a regional initiative to strengthen career exploration and job readiness for Cincinnati's upcoming graduates.</td>
<td>Prior to his role with PCW, Kelley was Director of External Relations at the Health Collaborative a District Field Director for the U.S. House of Representatives.</td>
<td>Mr. Kelley holds a Bachelors of Arts from Miami University.</td>
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<td>Dr. Kathie</td>
<td>Maynard</td>
<td>Chair of STEM Regional Collaborative, University of Cincinnati</td>
<td>Dr. Maynard will serve on the BTC strategy and implementation team representing the University of Cincinnati.</td>
<td>Dr. Kathie Maynard (Assistant Dean for Community Partnerships) works to engage the College of Criminal Justice, Education, and Human Services (CECH) at the University of Cincinnati with the community (schools, informal education organizations, workforce intermediaries, community organizations, and business &amp; industry).</td>
<td>Dr. Maynard provides co-leadership for two community-based organizations focused on STEM education: Greater Cincinnati STEM Collaborative (GCSC) and Ohio STEM Learning Network (OSLN). In this work, she facilitates collaborative service projects, research, and grants. In the last three years, she has served as either co-PI or senior personnel on nearly $5 million in grant funds and $800,000 in local business and foundation funds. These grants have included pre-service teacher development, in-service science professional development, research on the implementation of engineering design instruction by science teachers, and STEM education outreach. Additionally, she engages and supports the development and implementation of a cross-college and unit partnership</td>
<td>Dr. Maynard holds a Ph.D in Curriculum &amp; Instruction from the University of Cincinnati.</td>
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across the University of Cincinnati with Hughes STEM High School. She supports other district-wide efforts with Cincinnati Public Schools for college and career readiness.