

Budget

Auburn (051169) - Lake County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (499)

U.S.A.S. Fund #:

[Plus/Minus Sheet \(opens new window\)](#)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		36,600.00	5,856.00	0.00	35,070.00	0.00	0.00	77,526.00
Support Services		20,955.00	3,353.00	8,871.00	4,925.00	0.00	0.00	38,104.00
Governance/Admin		68,250.00	10,920.00	93,178.00	2,400.00	0.00	0.00	174,748.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		125,805.00	20,129.00	102,049.00	42,395.00	0.00	0.00	290,378.00
Adjusted Allocation								0.00
Remaining								-290,378.00

Application

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

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Northeast Ohio Values in Action Workforce Development Consortium

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Auburn Career Center and its consortium members including A-Tech Career Center, Geneva Area City Schools , Berkshire Local School District, Perry Local School District, Painesville Local School District, Geauga County Educational Service Center, AWT (Alliance for Working Together) , Project Love/Values in Action Foundation and 10 local businesses representing mining, outsourcing, banking, accounting, construction, legal, retail, manufacturing and information management have all partnered to pilot The VIA (Values in Action) "How You Get There" workforce development training curriculum. This grant application which focuses on workplace training, workplace experiences and job placement addresses goals Straight A Fund Goals labeled #1 student achievement and #3 resources to classroom. Consortium partners will refine and enrich the highly successful Project Love Believe to Achieve Program, to implement a dynamically engaging "Values in Action" curriculum that will appeal to demographic populations focusing on at-risk youth to also pilot to small group of mainstream K-12 seniors in geographically diverse areas of northeastern Ohio. Unique to this model, in addition to student workforce training, their teachers with interface with major employers in the community who want character, values and soft skill training from future employees. The interaction between teachers and employers will add to the authentic witness and reinforcement of the Values in Action message and ultimately the teacher's testimony will integrate the curriculum into current academic programming to ensure long term sustainability within the school culture and achieving the benchmarks of career and college readiness education.

237 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Margaret T. Lynch

Organizational name of lead applicant: Auburn Vocational School District

Unique Identifier (IRN/Fed Tax ID): 051169

Address of lead applicant: 8140 Auburn Road-Concord Township, OH 44077

Phone Number of lead applicant: 440-358-8011

Email Address of lead applicant: mlynch@auburncc.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Dr. Jerome R. Brockway, Superintendent

Organizational name of secondary applicant: A-Tech (Ashtabula Vocational School District)

Unique Identifier (IRN/Fed Tax ID): 050815

Address of secondary applicant: 1565 State Route 167 - Jefferson, Ohio 44047

Phone number of secondary applicant: 440-576-6015 x 1048

Email address of secondary applicant: Jerome.Brockway@atech.edu

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Dr. Jerome R. Brockway, Superintendent, Ashtabula County Technical and Career Center (A-Tech), IRN# 050815, 1565 State Route 167, Jefferson, OH 44047, 440-576-6015 ext. 1048, Brockway, Jerome (Jerome.Brockway@atech.edu) Matt Galemno, Superintendent, Geauga Educational Service Center - IRN# 047159 ; 470 Center Street, Building 2, Chardon, OH 44024.440-279-1700, matt.galemno@geaugaesc.org Mary Zappitelli, Superintendent, Geneva Area City Schools -IRN# , 135 South Eagle Street, Geneva, Ohio 44041, 440.466-4831, mary.zappitelli@neomin.org Mr. Doug DeLong, Superintendent, Berkshire Local School District, IRN#047167, 14259 Claridon Troy Road, P.O. Box 364, Burton, OH 44021, 440-834-3380, doug.delong@berkshireschools.org Mr. Van McWreath, Superintendent, Painesville City Local Schools, IRN #044628, 58 Jefferson Street, Painesville, OH 44077, 440-392-5060, van.mcwreath@pcls.net Dr. Jack Thompson, Superintendent, Perry Local School District, IRN#047902, 4325 Manchester Avenue, Perry, OH 44081, 440-259-3881, thompsonj@perry-lake.org Mr. Roger Sustar, President, Alliance for Working Together Foundation (AWT), P. O. Box 123, 8990 Tyler Boulevard, Mentor, OH 44060, 440-510-7100, Roger Sustar (Roger.Sustar@fredon.com) Mr. Stuart Muszynski, President & CEO, Project love-purple america, values-in-action Foundation, Tax Exempt 5244 Mayfield Road-Lyndhurst, OH 44124, 440-442-5683, stuartm@projectlove.org Andrew L. Meinhold, President, Lake National Bank, Fed Tax ID/EIN: 7402 Center Street, Mentor, OH 44060, 440-205-8100, ameinhold@lakenationalbank.com John N. Rampe, CEO, Torque Transmission, Fed Tax ID/EIN: , 1246 High Street, Fairport Harbor, OH 44077, 440-352-8995, jnr@torquetrans.com Fran Broda, Store Manager, Nordstrom, Fed Tax ID/EIN: , 8, 26200 Cedar Road, 216-378-2121, Fran.Broda@nordstrom.com Eugene A. Novak, Executive VP, Dwellworks, LLP, Fed Tax/EIN: , 1317 Euclid Ave., Floor 2, Cleveland, OH 44115, 216-682-4337 Beth Palamara, Dir. Of Comm, Blue Technologies, Fed Tax ID/EIN: Grant Avenue, Cleveland, OH 44105, 216-271-4800, bpalamara@btOhio.com Greg Schmidt, Lead Manager of Workforce Initiatives, CVS/Caremark, Fed Tax ID/EIN: 65-126 2537, 939 Route 146, Clifton Park, New York, 12065, 518-265-5282, Gregory.Schmidt@CVSCaremark.com Irving Rosner, Partner, Dworken & Bernstein Co. L.P.A., Fed Tax ID/EIN: , 55 Public Square, Suite #940, Cleveland, OH 44113, 216-861-4211, irosner@dworcnlaw.com Kevin J. Campany, CFO, Marous Brothers Construction Co., Fed Tax ID/EIN: 1702 Joseph Lloyd Parkway, Willoughby, OH 44094, 440-951-3904, kcampany@marousbrothers.com

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Co-Directors: Trista Warren, GCESC, designed a program based upon OLWEUS philosophy, implemented bullying programs with student teams producing plays/videos produced for school wide competition). Role: to Coordinate activities of consortium and in pilot programs, liaison to schools, state, partners; monitor program progress measuring outcomes and expenditures; complete compliance reports . Co-Director, Kristina Vliek, Auburn , worked with Lake/Geauga companies coordinating student internships. worked with Geauga Growth Partnership to establish internship placement partnership, Role: to place a minimum of 10% of students into internship during semester two and obtain a minimum of five entry level jobs for students. Suzanne Allen, Asst. Superintendent, GCESC: Lake/Geauga County HS - Higher Education Alignment Initiative) Role: Curriculum Team, project oversight. report to district partners, ESC Board/stakeholders and ESC staff. Margaret Lynch, Superintendent. Auburn - Created 7/8 Grade Hands On Career Pathway Exploration Lab; Started 2 Project Lead the Way programs in Associate Schools; updated ACC learning labs to reflect current workplace standards/facility design) Role: Communicate vision to stakeholders; project oversight; fiscal oversight. Mary Alice Casalina, Vice President. Project Love: Instrumental in the development, implementation/evaluation of 'Believe to Achieve' program; eight-year school board member & long-time public school advocate. Role: Curriculum development, coordinate and monitor VIA project activities; liaison to organization, applicant & partners; Rubric # 2: Consortia Partner qualifications Auburn Career Center (ACC), applicant/fiscal agent, will collaborate with consortium, curriculum & business partners, upholding all assurances including submission of accurate & credible 5 year forecasts demonstrating project sustainability. Auburn Innovation: Created 7/8 Grade Hands On Career Pathway Exploration Lab; Started 2 Project Lead the Way programs; updated a ACC learning labs to reflect current workplace standards and facilities design. Project Love. Proven innovator in character and values-based education, increased graduation rates in Cleveland Schools from 47% to 84%. Purple America curriculum embraced by NEA. Role: refine/enrich Believe to Achieve curriculum; model curriculum integration in pilot classes; facilitate train/trainer program; create business partnerships to expand/ support sustainability GCESC. Facilitated, secured & collaborated on grant initiatives, including ODE Third Grade Guarantee Literacy Consortia Grant, High School- Higher Education Alignment Consortia Grant & Shared Services Initiatives. Role-curriculum development, hire Co-Project Director, implement VIA in ESC programs; represent member districts on planning team. A-Tech, Geauga ESC, Geneva, Painesville City, and Perry will all provide students and teachers for the implementation of the Values in Action Workforce Preparation program. Berkshire Local School District : For the past year and a half, Berkshire LSD has partnered with Geauga County businesses to provide sophomores and juniors with knowledge and skills for resume writing and interviewing. Business and educational leaders came together for a day last spring with the entire 10th grade class at Berkshire to work on their resumes and practice interviewing for employers. This year, 10th and 11th graders will convene for additional activities. ACC has 5 consortia partners. 2 curriculum partners and XX committed business partners. Consortia Partners: A-Tech Career Center 1-2 SENTENCES ABOUT THEIR INNOVATION EXPERIENCE. Geneva City Schools 1-2 SENTENCES ABOUT THEIR INNOVATION EXPERIENCE, Perry Local School District 1-2 SENTENCES ABOUT THEIR INNOVATION EXPERIENCE , Painesville Local School District 1-2 SENTENCES ABOUT THEIR INNOVATION EXPERIENCE Role

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

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Student achievement

Spending reductions in the five-year fiscal forecast

Utilization of a greater share of resources in the classroom

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

New - never before implemented

Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

Mixed Concept - incorporates new and existing elements

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Rubric Item 3: Bold/Innovative Solutions that advance Straight A Goals Consistently, community employers report that while soft skills and attributes of character and values are critically important to workplace success, these skills are significantly lacking as young adults enter the workforce. The current shift to Ohio's New Learning Standards is challenging teachers to incorporate "soft skills", 21st century skills and workforce/college readiness skills into the teaching of academic content. This type of curriculum delivery will demand a change in how teachers view instruction and the role of learners. At-risk youth pose additional challenges. Together, consortium members will a) refine/enrich Project Love's Believe to Achieve program, to deepen its alignment with Ohio Learning Standards and 21st Century College/Career Readiness standards and b) pilot the new curriculum with 235 at-risk youth. The Project's goal is to significantly increase student achievement. The Consortium will also significantly drive a greater share of resources to classrooms in partner schools by integrating this instruction within current high school courses instead of adding additional staffing or requirements on current teacher workloads. Rubric Item 4: How well does proposal describe innovative project The current format of the Believe to Achieve program is primarily a healthy youth development initiative which includes some employability skills training. By working together, the Consortium will refine/enrich the program The pilot will provide a high quality, replicable, workplace readiness curriculum which can be integrated within current courses by current staff. This curriculum, portions of it, or strategies/projects within it, can also be replicable/incorporated in a number of high school courses and/or career and technical programming. The goal is to provide as many students with a) direct instruction in attributes of character, values, grit and perseverance, b) workforce/college readiness skills & c) real world experiences with community employers. Classroom Pilot & Collaborative Professional Learning: During spring 2014, each consortia district/program will pilot a class in 1 or more classrooms with 10-25 students. VIA-WD staff will take classes on 3(?) day field experiences at local employers. A crucial aspect of this project is the collaboration which will take place throughout. VIA-WD staff will facilitate the curriculum while the district teacher observes & provides feedback. Together, they will make refinements to the instruction, aligning it more effectively to classroom/student needs. While students are on field experiences, teachers will participate in externships to learn "what it takes" to succeed in different workplace environments. Students, teachers and VIA-WD staff will debrief, sharing each other's perspectives and "take aways". In Summer 2014, teachers will attend a 2 day Train/Trainer workshop earning official credentials to become VIA-WD Program Facilitators. Employer Partnership Development: One of VIA Foundation's, long term responsibilities is employer partnership development. They have engaged 10 employers to provide one or more of the following services: guest speakers, field trips hosts, student shadowing, student internships, teacher externships and support program development/expansion. VIA Foundation will add a part time Employer Partnership Development Coordinator with corporate executive background to recruit new businesses to make long term financial commitments. Post-grant, VIA Foundation will assume all costs for maintaining this critical position Research/Replication Planning: Consortia plans to replicate VIA-WD at little/no cost throughout Ashtabula, Geauga & Lake counties. To do so, outcomes must be measured & a replication plan created to ensure long term sustainability. ACC will contract with Dr. Douglas Clay as an external program evaluator. Dr. Clay

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Our Values in Action Workforce Development Consortium students will significantly increase their achievements as measured by pre and post program assessments. Items measured will be grit/perseverance, knowledge/implementation of employability skills, and engagement in work related activities. For this project, student achievement is operationalized as graduating from high school and entering into the workforce and/or higher education. The training delivered to students aims at helping students successfully navigate the world of work. Providing quality of internships will motivate and engage at-risk students to complete their education. The logic model behind this project tracks student motivation in careers to educational success. Improvement and growth in "soft-skills" in employment situations, will result in completions of internships, an increase in gainful employment statistics and will also impact students academic outcomes, improved grade point averages and four year graduation rate. The Consortium will provide direct instruction in values based workforce/college readiness within current high school courses instead of adding additional staffing, courses or requirements on current teacher workloads. Implementation of this curriculum will systematically impact the preparation and readiness of future classes and have a lasting impact on graduation rates and job placement. Success will be measured by implementation data and longitudinal measures over time with incoming students. It is anticipated that by integrating the curriculum, students will enter their final years of schooling better prepared for employment, creating an upward spiral in achievement, on-time graduation, successful internships, and gainful employment and/or higher education. VIA Foundation drafted a course outline for Values in Action Workforce Development (VIA-WD). GCESC & ACC Curriculum/Career Readiness specialists will collaborate with VIA to expand the 6 hour program with 10 hours of college/career readiness skill building activities & 12 hours of field based learning experiences. Targeted at-risk students attending specified programs in each consortium district & GCESC will pilot the VIA-WD course as it is embedded into a current academic course. Teachers lack resources for effectively integrating character development & college/career readiness. The Consortium believes that by infusing college/career readiness & field based learning into the original program, student achievement results will increase further. VIA-WD staff will be properly State of Ohio licensed teachers substitute teachers. Currently employed participating teachers will receive stipends/graduate credit for their additional work. Dr. Clay, external evaluation consultant, will conduct pre and post program assessments to study the changes in student attitudes and self-reported behaviors. This analysis will be linked to employer perceptions of student growth and is expected to show increases in responsibility and career-readiness as well as increases in student achievement as measured by grade point average, graduation rates, and state assessments. Using evaluation data, the Curriculum Team will further refine the program & plan a two day Facilitator Training workshop for teachers to become certified as VIA-WD facilitators allowing them to use the at no cost. Project Directors will meet weekly to review progress, make course corrections and articulate next steps to Lead Project Team and school staff. Curriculum Team will meet weekly to plan and oversee implementation. VIA Foundation will hire/supervise all VIA-WD facilitators & EPD Coordinator will work with Project Directors to provide students/staff with field experiences/externships and expand business partnerships for long term sustainability.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

Not applicable

14. What is the total cost for implementing the innovative project?

290,378.04 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

Overall Project Management *Co-Project Directors (1.5 FTE/135 days @ \$388.89 per day = Salary \$52,500 + Benefits \$8400) Coordinate activities, liaison to schools, state, partners; coordinate activities in pilot schools; monitor program progress, outcomes, expenditures; complete compliance reports *District Project Liaison: (30 hrs @ \$50 per hr = \$1,500 x 8 school districts = \$12,000) Offset cost of staff time required to plan grant activities and co-develop replication plan and complete required documentations/reports *Fiscal Office Management: (\$5000) Offset costs of additional time for Auburn Career Center fiscal staff to manage grant activities and complete required fiscal documentations/reports. *Project Director Supplies/Materials: (6 months = \$2400) Supplies, materials, copies, postage, cameras and other consumables needed by Project Directors for project activities, communication among districts - includes funding for teacher externship follow up event. *Project Directors Travel: (200 mi./month * 6 months * \$0.565/mile = \$678) Reimburse mileage for project related travel. *Marketing Material Printing Costs: (\$2,500) Professional printing for marketing materials to inform schools, students, families and employers about the project *Employer Partnership Coordinator: (90 days * \$388.89 per day = \$35,000) VIA staff person will coordinate all activities with businesses and build relationships with new businesses to expand and sustain project. *Curriculum Development: (75 hrs * \$50/hr [2] = Total cost: \$3,750) VIA, Geauga Co ESC and Auburn curriculum specialists will share this time to refine/enhance curriculum. *External Program Evaluator: Administration of pre/post tests (\$1,500 per course section x 12 sections per test administration = \$36,000 plus \$14,000 stipend to cover test reporting, analysis, and final report.][3] Evaluator will provide full scale evaluation of the program and its outcomes. Pilot Program and Teacher Externship *VIA Staff Program Facilitators: (12 sections * 36hrs per section @ \$75 per hr = \$32,400) Facilitate VIA Workforce Development curriculum in high school classes and collaborate with teachers to improve program, supervise students on field experiences, participate in program evaluation. *VIA Staff Program Supervisor: (12 classrooms * 3hrs on site per classroom + 20hrs coordination @ \$75 per hour = \$4,200) Supervise all VIA program facilitators working in schools, coordinate schedules and support planning. *Instructional Materials/Curriculum Supplies: (237 students * \$110 per student = total cost: \$26,070) *Field Experience Transportation: (3 trips per class/12 classes month * \$250 per trip = total Cost: \$9000) student field experiences *Substitutes: (subs per teacher/4 days * 12 teachers, 48 x \$110 = total cost: \$5280) coverage for externships and externship follow up activity *Teacher Travel: (30 mi./trip * 6 trips * 12 teachers * \$0.565/mile = total cost: \$1,220) Reimburse for project related travel (externships, externship follow up and summer training) *Collaborative Outcome Review: (50 people * \$13 person = \$650) Sharing and collaboration of successful practices and brainstorming for future implementation Summer Training *Summer Training Facilitation: (3 days * \$1,225 per day = \$3675.) 2 VIA trainers will facilitate VIA Workforce Development Training Certification program *Summer Training Materials: (12 teachers * \$300 = \$3,600) *Mileage (90miles * 15 people = \$1,350) mileage reimbursement for summer training *Food (\$45 for 3 days * 15 people = \$675) *Teacher Participation Stipends (\$1,000 * 12 teachers = \$12,000) *Graduate Credit (3 credits @ \$175 per credit *12 teachers = \$6,300) Salary Related Benefits Costs for retirement, Medicare and worker's comp for salaries itemized above total \$20,128

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

5,500.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please

explain why.

Total New/recurring Costs: \$5500 per year The project has been designed as a research and development project which will have minimal recurring costs for district partners. The only recurring costs are those directly related with the cost of actual program implementation in the classroom. The cost of a single section (25 students) of the VIA Workforce Development program is estimated at \$5,500. This cost includes teacher facilitation time (36 hours @ \$75 per hour), \$2,200 in materials (approximately \$110/student) and \$600 in transportation costs for the 3 field experiences. While some schools might also need to cover 1/2 day substitutes for the teacher when they are on field experiences with students, the \$75 per hour teacher facilitation cost is likely to be closer to \$50-60 per hour. As a result, the Consortia anticipates the \$5,500 cost per section is a credible/reliable estimate. Each consortia district and the GCESC agrees to sustain the program within at least the pilot classrooms for the next 5 years. As funding is available they will scale it within their own district/ESC adding new classes and teachers.

16. Are there **expected savings** that may result from the implementation of the innovative project?

0.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

GCESC will be able to realize cost savings as a result of this project by reducing one social worker who provides services to the high school classes/programs participating. The cost of this employee including benefits is \$55,000.00. The students in these GCESC classes are from Geauga's local school districts (including Berkshire Local). Reducing the cost of one social worker who has been providing similar services as the WIA/WD coursework will now offer, will reduce the amount of tuition the districts are charged per student to be enrolled in these specialized classes for special education and at risk youth. Auburn will be able to reduce the cost of 1/2 time (\$35,000) Internship Coordinator in future years when Employer Partnership Coordinator establishes new contacts.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

Sustainability for this project will be attained in the following ways: a) Training the teachers to be the initial delivery point of instruction for the VIA-WD curriculum. b) Straight A Grant funds will be dedicated to start-up costs while subsequent expansion and roll out will be funded through the Employer Partnership Development Coordinator who will build a consortium of partners to fund additional growth and roll out of program in additional schools. (This model is currently successful in Project Love's nineteen year sustainable model of expanding "Power of Kindness" curriculum to current and additional school districts. c) Ongoing personnel costs will be absorbed by participating districts and consortium partners. d) Need for the program will be ongoing by local employers seeking new employees This consortia project is focused on research and development. Therefore the majority of the costs are related to curriculum development, program pilot, evaluation and replication planning. According to the budget \$258,240.00 are new/recurring expenditures. The new/recurring expenditures average \$5,500 per course section. In question 16, consortium districts and GCESC explained how they will each be reducing costs to offset the cost of each section which will be sustained. In addition, VIA Foundation has made the following long term commitments to all consortia partners. 1. Consortium partners can participate in annual VIA-WD Program trainings at no cost. This will allow each district/ESC to train new teachers for additional sections or replace trained teachers to sustain the program. (VIA can not promise to provide stipends, mileage or graduate credit for their participation. 2. VIA Foundation will collaborate with employers to recruit and retain partnerships to allow students to continue to have 3 field experiences. Whenever possible, VIA and employers will work together to cover transportation costs. 3. VIA Foundation will continue raising funds (local, state and national) to support expansion of the program within Consortium partners and across the nation. 4. VIA Foundation will collaborate with employers to continue to provide externship opportunities to teachers. Districts and VIA Foundation will work together to identify funding strategies to offset substitute costs enabling teachers to attend these critical professional learning opportunities. VIA Foundation, Geauga Co ESC and Auburn Career Center will work together to create a Memorandum of Understanding defining their their roles, responsibilities and any financial gains which may come about as a result of marketing the VIA Workforce Development Curriculum beyond Consortium partners.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 2/28/2014

* Narrative explanation

Date above is date by which all Planning Activities will be complete. Application Preparation Communication: GCESC met with/invited all district leaders in Geauga & Ashtabula counties. Key leaders met with Ohio Workforce Development Council to share project, building dialogue around state needs for workforce readiness outcomes. District leaders discussed initiative with principals to determine pilot scenarios. VIA Foundation met with businesses to secure partnership commitments. Planning team met at least weekly throughout RFP process to develop application. Planning Milestones: Dec: Communicate grant with stakeholders and media, review/revise budget Jan: Consortium Boards approves grant & all contracts; fiscal offices create purchase orders; draft project communication plans; Begin PLT meetings for progress monitoring; communicate training/implementation schedule to staff and stakeholders; finalize evaluation plan, project monitoring; consortium principals finalize teacher recruitment; Curriculum Development Team sets planning schedule to refine/enhance curriculum; VIA Foundation contracts for VIA-WD facilitators. Feb: Create progress monitoring database gantt charts for progress monitoring; finalize communication plans for implementation; Project staff set field experience, externship dates with employers; contract with higher ed institution for graduate credit. Curriculum finalized; VIA-WD facilitator training & materials prepped for VIA-WD to begin school based work. Create in-class schedule with teachers & summer training dates. Planning Milestones: Dec: Communicate grant with stakeholders and media, review/revise budget Jan: Consortium Boards approves grant & all contracts; fiscal offices create purchase orders; draft project communication plans; Begin PLT meetings for progress monitoring; communicate training/implementation schedule to staff and stakeholders; finalize evaluation plan, project monitoring; consortium principals finalize teacher recruitment; Curriculum Development Team sets planning schedule to refine/enhance curriculum; VIA Foundation contracts for VIA-WD facilitators. Feb: Create progress monitoring database gantt charts for progress monitoring; finalize communication plans for implementation; Project staff set field experience, externship dates with employers; contract with higher ed institution for graduate credit. Curriculum finalized; VIA-WD facilitator training & materials prepped for VIA-WD to begin school based work. Create in-class schedule with teachers & summer training dates. Rubric Item 9. Realistic barriers/ reasonable solutions Barrier: Very short timeline for curriculum enhancement due to holidays/Northeast Ohio weather. Solution: Curriculum Team will create detailed schedule will ensure team meets deadline. Curriculum Team will use electronic collaboration tools to ensure work continues regardless of weather related meeting cancellations. Barrier: Given short proposal timeline, district leaders struggled to effectively communicate with stakeholders. Solution: District Leaders and partners will roll out plan to staff in early November to build awareness, recruit teachers and move project forward swiftly. Rubric Item 10. Strong plan for implementing, coordinating, communicating project activities & events. GCESC/ACC will share Project Director role working 2-3 days per week managing day/day activities including scheduling field experiences, transportation, externships and managing curriculum development process. They will also be responsible to manage grant finances and reporting. Each Consortium district will identify a liaison to work with Project Directors to facilitate all program activities. They will meet regularly to ensure consistent communication and troubleshoot problems as they arise. Project Directors will provide monthly updates to consortium boards regarding progress.

Implement (MM/DD/YYYY): 6/30/14

* Narrative explanation

Rubric Item 8. Significant, important Milestones Implementation Milestones: Monthly Project Management: Project Directors coordinate with partners/school staff; review/revise budget, monitor progress; implement communication plans; consortium board project updates; key partner meetings to review/revise curriculum based upon formative evaluation results; replication planning. Mar-June: implement curriculum, student field experiences, teacher externships, formative assessments given to external evaluator/curriculum teams; recognition ceremonies for students and teachers; summer training to certify teachers to implement curriculum in future Rubric Item 9. Realistic barriers/ reasonable solutions Barrier: Concern that there won't be enough employers to ensure every student and teacher has 3 experiences. Solution: VIA Foundation will contract for an Employer Partnership Coordinator to ensure business partner capacity exists to facilitate 3 field experiences for all 12 sections and 3 externships for all 12 teachers. VIA Foundation will then sustain this position within this organization at the conclusion of the grant to ensure partnership development continues. Rubric Item 10. Strong plan for implementing, coordinating, communicating project activities & events. Project Directors communicate with principals/teachers regarding all activities which impact district staff, students and families. Project Director communicate with community, district representatives, Ohio Dept Ed and VIA Foundation. Staff will be notified by February of program schedule and summer professional learning as well as how to receive stipends and graduate credit for their extra efforts. Communication plan will include significant engagement activities with community and media outlets. VIA-WD staff will conduct pre/post assessments and return results to VIA office for review by evaluator. Project Directors have strong networks within all Consortia schools. Principals are committed to project and will assist Directors in making connections with teachers/students. Professionally designed marketing materials (print, online, social media) will be created to quickly build awareness of this project. Project Directors will use traditional and social media outlets to build awareness and interest in the project. Employer Partnership Development Coordinator will work with community leaders, foundations and state/national education leaders to share program highlights/outcomes and build network needed for long term sustainability (financially and human resource).

Summative evaluation (MM/DD/YYYY): 9/30/2014

* Narrative explanation

Date above is date by which all Summative Evaluation Activities must be submitted to Ohio Department of Education. Rubric Item 8. Significant, important Milestones May- June: Project Director, partners, evaluator/Treasurer will finalize data collection and reporting for end of year reports. June - September: External evaluation completed. Based on external evaluation, replication plans will be put into place to sustain/expand project in consortia districts & replicate other places. Rubric Item 9. Realistic barriers/ reasonable solutions Barrier: Final achievement data won't be available during evaluation process to measure academic indicators from state assessments. Solution: Program team determined to use pre-post program assessments to measure project outcomes. Rubric Item 10. Strong plan for implementing, coordinating, communicating project activities & events. Gantt Chart and progress monitoring database will be critical tools for monitoring and reporting project success. External Evaluator is coordinating evaluation plan and will communicate regularly with VIA staff and Project Directors regarding evaluation needs. Evaluator will complete external evaluation on time and within budget and communicate outcomes to Project Directors. Project Directors will then conduct final reports to consortium boards and Ohio Department of Education.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

Teachers participating in the VIA-WD will more effectively integrate what employers describe as "soft skills" into daily instruction and classroom expectations. This will require teachers to eliminate the "front of the classroom" approach and in turn encourage student collaboration, discussion, presentation of ideas and consider differing points of view. Ohio's New Learning Standards calls for teachers to deliver content using relevant (real world) lessons/materials and to have students use 21st Century skills to think critically, collaborate with peers, and find solutions to complex issues. As a result of the externships provided to participating teachers, teachers will be able to integrate real world business examples into their current instruction. As the partnerships with local businesses increase in number and degree of involvement, there will be opportunities to enrich classroom curriculum, therefore student experiences, with project and problem based learning units of study, collaboration across program/district participants (network of educators sharing practices), and analysis of data to monitor student impact and drive future instruction/programming. Ultimately, teachers will understand the need and be able to shift their instructional practices to teach content through VIA-WD methods and 21st century skills (not through textbooks) in order to give students the opportunities to develop the skills needed to be successful after graduation.

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

20. 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.

Rubric Item 13: How strong is underlying rationale, theoretical model and/or research being initiative. Project Love has a proven track record of changing student attitudes and behavior. An evaluation of extant data was conducted of Project Love programming at three Cleveland Metropolitan School District buildings during the 2008-2009 school year. The analysis revealed positive results for all three schools. This evaluation outlined a logic model for school climate affecting student achievement as a necessary, but not sufficient, component of school improvement. Character education and improving school climate are viewed as first steps to improved student outcomes. Participants completed surveys after Project Love programming, and in Collinwood High School there were pre and post results on student attitudes and perceptions that underscore the effectiveness of the programming. While evaluating schools presents the challenge of multiple effects and unmeasured inputs, the consistent improvements across the three buildings was encouraging. The most compelling evidence available as to the impact of Project Love on the climate of the participating schools was in the form of an external school climate survey conducted by the Cleveland Schools. The Conditions for Learning survey had been administered for the past two years in May to all students in the Cleveland Schools grades 5-12. Analysis of these data reveals that two of the components: safe and respectful climate, and social and emotional learning appear to be excellent measures of the impact of the READI4Youth (Middle School program) and Believe to Achieve (9th grade at-risk) programming. External, independent, measures of school climate are strong dependent variables for evaluating a program, and the analysis of data from the three schools reveals strong growth on these indicators. Evaluating any training or educational program is a multi-level endeavor. The rationale for the[1] investment in the training of students is first, that the skills and knowledge being presented in the training are valuable and necessary for the participants. Secondly, those skills and competencies are in short supply within the schools. Lastly, the skills and competencies are trainable within a multi-week programming model. That the skills and competencies necessary for students to interact in a positive manner in employment situations are lacking is attested by placement feedback. This partnership sought Project Love's assistance in training students in a variety of interpersonal skills that were believed to be associated with positive school climate and employability that is viewed as a necessary, but not sufficient element in improving student achievement. A model of school change that illustrates the area of responsibility occupied by Project Love's programming posits that positive school climate increases student motivation and engagement. Other areas such as effective instruction and parent involvement are also necessary elements in improving student outcomes. The evaluation is based on the premise that student attitudes and behaviors can be changed, that change can be measured, and that along with other changes, will result in improved student internship experiences and improved student outcomes and achievement.

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

Yes

No

22. If so, how?

Rubric Item 14: Project become model so other schools can take advantage of learning from project[1] This project is designed as a research and development project which will ultimately be replicated in other districts. Once the curriculum is finalized and the external evaluator conducts program outcome research, partners will be able to share the curriculum with other schools. As part of the Replication Planning activities VIA Foundation, GCESC & ACC will develop a Memorandum of Understanding which details how the curriculum will be marketed beyond the region and how proceeds will be used to sustain/expand the curriculum usage within consortia schools and across the participating counties. Specifically, the curriculum is designed to be integrated within current courses of study rather than to supplement student learning. The Curriculum Team will identify opportunities within a variety of high school experiences where the curriculum can be used to address curricular objectives. As districts expand their use of the new generation learning standards, implementing project based learning, thematic units of study coming from student interests, blended learning, and flexible pathways for college and career readiness, utilizing the VIA-WD curriculum and its approaches to student learning will allow for a smooth transition at the classroom level. As a result, this program will not be 'one more thing' a teacher has to do in their classroom. This approach also minimizes instructional costs for the program. Depending upon how a school uses the curriculum, it could be a cost neutral program with only periodic training and material purchases required.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

ACC interviewed 100+ employers & the overwhelming message was that in addition to soft skills, values such as honesty, integrity, adopting a corporate ownership for a company's success may be more important to employers than technical skills. These criteria are needed for immediate hiring and will continue to be desired in employees in the future. In February of 2013, The U.S. Department of Education, published a report: Promoting Grit, Tenacity and Perseverance - Critical Factors for Success in the 21st Century. In this report, elements from 50 model programs successfully creating learning environments which promote grit, tenacity & perseverance concluded that "there is growing research demonstrating that brief intervention can significantly impact students' mindsets/learning strategies, & in turn, academic performance. The values based curriculum developed as part of this initiative will have the "character education model" at its basis while incorporating opportunities to practice 21st century skills. It is our hypotheses that teachers will see connections to Ohio New Learning Standards & become more aware of workplace expectations. Finally, VIA-WD will enable districts in Lake, Geauga and Ashtabula counties to provide underserved students with long-term success skills that will secure their entrance into college, and/or the workplace and ensure success in the students' life. At the same time, VIA-WD will provide employers with employees who demonstrate grit and the values needed for successful employability. Lastly, VIA-WD will provide teachers and districts with curricula and teaching skills to align employer needs with P-16 education. Rubric Item 16: Proposed plan for continuation at end of grant period. During Summer 2014, teachers who participated this spring, and other interested teachers, will participate in a 2 day Train/Trainer workshop where they will receive official credentials from VIA Foundation as VIA-WD Facilitators. This will enable them to use the curriculum at no cost to the district. Annually, thereafter, VIA-WD Facilitators will be invited to join a 1-day refresher where they learn new ideas to enhance the curriculum, share 'what works' with other facilitators and connect with new business partners. VIA Foundation will hold annual 2 day Train/Trainer workshops to recruit new Facilitators. Consortium partners can participate in annual VIA-WD Program trainings at no cost. This will allow each district/ESC to train new teachers for additional sections or replace trained teachers to sustain the program. (VIA Foundation can not promise to provide stipends, mileage or graduate credit for their participation). At the conclusion of the grant, VIA Foundation will retain the Employer Partnership Development (EPD) Coordinator within their own budget ensuring this critical position remains. EPD Coordinator will continue to build relationships with employers to recruit and retain partnerships so all students continue to have 3 field experiences. Whenever possible, VIA and employers will work together to cover school transportation costs. VIA Foundation will collaborate with employers to continue to provide externship opportunities to teachers. Districts and VIA Foundation will work together to identify funding strategies to offset substitute costs enabling teachers to attend these critical professional learning opportunities. VIA Foundation will continue raising funds (local, state and national) to support expansion of the program within Consortium partners and across the nation. During the grant, a replication plan will be created which will guide partners through the next 5 years ensuring long terms sustainability. Consortium plans to replicate VIA-WD at little/no cost throughout Ashtabula, Geauga & Lake counties.

24. What are the specific benchmarks related to the fund goals identified in question 9 that 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 Values in Action Workforce Development (VIA-WD) initiative aims to increase graduation rates as well as college and career readiness ratings on local report cards for participating school districts. The initiative will increase employability skills for individual students participating in the program leading to an increase in successful internships, successful job placements and increases in graduating students. The logic model behind the project aims at improving student behaviors in an effort to improve job placements, leading to increased motivation and improved student outcomes measured by graduation rates. In this effort the initiative has identified short and long term objectives: The short term objectives focus on implementation of the curriculum into the schools and will be measured and reported by the end of the grant period. 1. Provide access to career education in mainstream high school programs. 2. Pre and post performance measurements for workforce readiness including: collaboration, positivity, leadership, grit/perseverance, patience and self awareness will reflect increases in participating students' employability skills. 3. Successfully maintain an interactive collaboration between employers and educators focused on sharing data and feedback on the measurement tools being developed for the initiative. 4. he number of students completing successful internships with local employers will increase. The program's long term objectives will be assessed after the grant period and measure the degree to which the successful implementation of the project has built capacity and led to sustainable change. 1. Students will successfully gain full-time employment and/or use knowledge gained to access higher education in a specific career field. 2. Provide a smooth transition from the world of education into the field of employment and/or higher education. 3. The program will increase the graduation rate of the at risk student population targeted for this program. 4. Provide curricula and teaching skills to align employer needs with P-16 education. Evaluation of the initiative will focus on implementation of grant activities in a formative sense, as the curriculum is implemented into the schools. Pre and post assessments of participating students will measure the impact of the curriculum on the initial target population. Numbers of students who receive the training, their attitudes and self-reported behaviors as measured by tools designed for this study, placement, employer ratings, and teacher perceptions will all be utilized in formative evaluation during the implementation of the initiative. Student outcomes will be used in a summative fashion to 'connect the dots' between employability skills and successful job placements, entry into the work force, and on time graduation. Thus, the project will measure the degree to which the curriculum was implemented, measuring the number of students impacted, and then connect the training to successful job placements, and ultimately to student outcomes such as graduation.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* 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 program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

The evaluation of the Values in Action Workforce Development (VIA-WD) initiative will employ both formative and summative measures. The outcomes of trainings and curriculum development will be matched to observable, measurable, student knowledge, perceptions, and behaviors. A Program Monitoring Tool will be created by the external evaluator in conjunction with the participating program and school personnel in order to measure implementation of the grant activities, fidelity to the instructional model, impact on student attitudes and behaviors, and impact on student outcomes. Regular monitoring of the implementation of the program will foster communication across stakeholders based upon measurable actions. The short-term nature of the grant's implementation will require monthly reports to participating schools and program staff. Surveys for students, teachers, and employers will be developed, piloted, and implemented in the grant timeline of January to June 30, 2014. Student outcomes will be collected and will be linked to program implementation data and survey results for sustainability feedback. Longitudinal data will be collected and a five year benchmark design will be put into place for record keeping and to evaluate the long-term impact of the initiative. Part of the longitudinal data collection will focus on putting career outcomes in context so that changes in the overall national economy can be separated from grant activities. Data from the consortium members will be compared to other like career centers and districts in an effort to highlight the grant's impact. Measures to be included in the Program Monitoring Tool to be developed by Candor Consulting will include the following elements, subject to discussions with stakeholders: ? Assessment of depth of

engagement of at-risk youth and their teachers with major employers ? Successful integration of the VIA curriculum into current academic programming ? Development of curriculum from 6 hour program into 28 hour curricula ? Workforce/college readiness student survey ? Real world experience with employers (e.g. Simulations: employers give "problem" to students) in the classroom of real workplace situations and problems to find solutions ? # of pilot classrooms ? # of teachers recruited for training ? 3 ?-day visits to employers ? # of Teacher externships ? # of businesses participating ? Student outcomes ? Assessment of understanding of concepts taught ? Student Interviews (practice and real) evaluated by a rubric ? Student are taught key elements to a successful interview (or presentation) ? (verbal, non-verbal skills) ? Students ability to "size up" what environment they are in ? Students ability to respond to different environments and personal styles of others ? Teacher Outcomes - Instructional shifts These elements, and others derived from meetings with stakeholders will be integrated into a Program Monitoring Tool which will categorize measures as inputs, implementation actions, results, and outcomes. This tool will inform participating entities on the progress and effectiveness of the grant activities during the period of the award and be used to inform the summative evaluation of the grant activities.

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.
I agree. Margaret T. Lynch, Superintendent Auburn Vocational School District October 25, 2013