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Adjusted Allocation | 0.00

Remaining | -494,670.75
A) APPLICANT INFORMATION - General Information

1. Project Title:
Preparing Students for the 21st Century through Emphasis Global Internship Experiences

2. Executive summary: Please limit your responses to no more than three sentences.
The Sandusky City Schools will eliminate the traditional last semester of the senior year and replace it with a series of global experiences with an emphasis on STEM. Options are: a) local, regional and state-wide internships with a global STEM emphasis; b) students remain on campus and enroll in a dual enrollment online course or independent study with a global STEM emphasis; or c) international internships/studies throughout the world or through online courses with overseas affiliations. The partners will develop and implement the following through this opportunity: *An incubator (think Shark Tank) for students and regional community as well as write an online semester vocationally funded course on best entrepreneur practices and needed knowledge base; *An English IV second semester course for use with internships that will incorporate state standards; *A mandatory vocationally funded semester Global Perspectives course for all 9th and 10th graders; *High quality professional development for teachers of the courses; and *Ensure the program is self-sustaining.

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

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

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

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

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

First Name, last Name of contact for lead applicant
Julie McDonald

Organizational name of lead applicant
Sandusky City Schools

Address of lead applicant
407 Decatur Street, Sandusky, Ohio 44870

Phone Number of lead applicant
419.984.1020

Email Address of lead applicant
jmcdonald@scs-k12.net

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

- Yes
- No

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

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

- Yes

- No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

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

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

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

The current state or problem to be solved; and

The traditional last semester of the senior year will be eliminated and instead they will be provided with an internship with global emphasis. Options are: a) local, regional and state wide internships with a global STEM emphasis. B) Students remain local but enroll in a dual enrollment, online course or independent study and c) International internships/studies throughout the world or through online courses with overseas affiliations. In order to accomplish this, there are five primary strategies that will be utilized.

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

Firstly in order to prepare students for internships, three online classes will be written and piloted in the spring of 2015. They are Global Perspectives (9th and 10th grades), English IV (second semester) and Entrepreneurship. The specifics for these courses are included under Question 9. All three courses will rely heavily on the global employment needs through the inclusion of regional business and industry. The technology infrastructure in the Sandusky Schools must be significantly upgraded in order to meet the demands of a globally focused 21st century education. Our need is to enhance hardware and software in order to provide technology integration into our instructional deliveries and off site instruction. Professional Development is needed for our staff which will allow us to implement our Plan as well as moving forward to be able to expand our design without further startup costs. Professional Development activities will be development and maintaining online courses, curriculum writing through Bowling Green State University (BGSU), Internship opportunities through the Rotary Club and Chamber of Commerce, Entrepreneur studies and community incubator through BGSU. There is a need to assign a staff member to the research and documentation of available, local, state, national and international availability of internships or educational experiences. A web site will be designed for use in posting availability of internships/opportunities and detailed descriptions of need and requirements. Through our local Rotary, our Internship Coordinator will help to develop a Rotary Interact club. This is an existing national program that involves youth ages 12-18 who want to connect with other young people in their community or school. Interact club members have fun while carrying out service projects and learning about the world. "Interact clubs organize at least two service projects a year: one that benefits their community and one that encourages international understanding. " This will also be used as a springboard for internships and community/business contacts for the school. The Internship Coordinator will work closely with the English teachers as they design the English IV second semester course so it not only aligns with state standards but incorporated the ability of students carry out their programs successfully. Public speaking, types of written presentations, use of media to name a few. The development of an entrepreneur program, based on future economic needs and demands is a crucial need for student understanding of future opportunities. This is a need whether starting up a business or working for an expanding company. A vocationally funded online course will be written and will include topics as: role of entrepreneurs in a global society, trends and opportunities, cost of doing business, marketing, financing, pros and cons of business ownership, development of a business plan, global economic concepts and ethics. We envision the student course will be made available to community members and will serve as a basic exploration for business startups. We intend to develop an entrepreneurial hub at the high school which will serve as a training ground for future economic business pursuits. Students can learn alongside their mentors, as well as providing a home for community/business development projects.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

- Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

Sandusky City Schools are engaged in making the school experience more relevant and meaningful for today's students. High School students are no longer willing to be spoon fed and repeat back things that they truly do not understand; notwithstanding the need to meet mandatory state standards. The new theme for the high school is global awareness and readiness. The high school culminating academic sequence will be a senior year capstone semester internship. In order to prepare students to think globally, a web-based global awareness course will be developed and piloted with 9th and 10th grade students. This course will be mandatory for all high school students by introducing global perspectives early in the high school curriculum, it is anticipated that students will be more likely to engage in foreign languages, cultural studies through social studies, English, Science and art classes. Types of areas that will be included in the global perspective courses will be comparing health, political and business systems between countries. These topics will support other required courses and will serve as expanding instructional support. A new senior year web-based English IV course will be designed. This course, will tie into the second semester internship, while still meeting the state standards. Students will be led in a way that shows the relevance of what they are doing. Such things as designing presentations, utilization of multiple streams of communication and data sources, use of science in jobs and best business practices will be included in the curriculum. The web-based course will allow students both in local and distance
locations to complete successfully and achieve credit for English IV. In addition a new Entrepreneur elective course will be designed and used for the internships and research projects as well as serve as the basis for a community based entrepreneur incubator for startup companies. Topics in the Entrepreneur Course will include cost of doing business, entrepreneurial trends resources, developing a business plan, financing, ethics and marketing. The culminating Capstone Internship will allow students exposure to real life experiences that can’t be found in a textbook, increase marketability to employers and schools, help with increasing interest in various employment fields and increase their ability to think creatively in a changing environment. 100% of the high school students will have access to computers and the supporting technology structure that is needed to support online/distance learning. 100% of the teachers will have increased access to more vigorous and relevant teaching materials. 85% of seniors will successfully complete internships. 100% of students will graduate having taken Global Perspectives. 100% of the teachers will have access to and be able to create online courses.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization’s executive board or its equivalent.)

By replacing current computers and technology equipment with an advanced technologically infrastructure, the district will be able to reduce future expenses that have been budgeted ($186,542 over the next four years). Online class formats will allow for higher student enrollment. Teacher training in curriculum writing and web design will reduce future budgeted purchased services expenses for specialized services ($10,000 per year). Three staff members will receive college credit in order for them to be vocationally certified. This will reduce 25% of their salary and fringe which is currently being paid out of the general fund to be offset by vocational funding ($46,875). Additionally, all their supplies will be vocationally funded rather than general funded. Outdated computer and keyboarding classes will be eliminated so the general fund share of salaries will be expense neutral.

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Project activities as purchase of laptops and technology infrastructure will enhance student instruction, professional development, entrepreneurial incubator business model, and online classes. The project will increase the ability to bring students instruction in a variety of formats and experience the world outside the classroom. This project will provide professional development to teachers by building teacher capacity in the areas of curriculum writing; web based instruction, and blended learning. Additionally, teachers will a greater ability to widen the learning experiences for students as well as to show real life applications. Newly designed courses will provide project based academic support to Science, Reading and Math. Global Perspectives and Entrepreneur will incorporate meaningful, practical support to the current course offerings. Partnering with local and regional businesses for the student internships will increase the number of community participants in school activities and support. Student internships and resulting mentoring will involve more businesses and community members into the high school.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

- * Enter a project budget in CCIP (by clicking the link below)
  Enter Budget

- * If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

- * Upload the Financial Impact Table (by clicking the link below)

- * Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables.
Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

* Provide a brief narrative explanation of the overall budget.

100 Salaries $100,000 Support Salary $ 92,000 *$65,000 Internship Coordinator for writing internship manual, website of available internships and contacts, develop worldwide contacts, certified person for vocational funding *$9,000 supplemental contracts for two teachers to write English IV second semester course for internships *$9000 for supplemental contracts for two teachers to write the Entrepreneur Course *$9000 for supplemental contracts for two teachers to write the Global Perspective Course PD Salary $8,000 *$8,000 Ten hours per 40 teachers to attend training outside of contractual day at $20 per hour 200 Fringe Benefits $ 21,563.75 *$4171.50Medicare, Board Retirement 15.45%, * $16,250 fringe for Internship Coordinator 25% 400 Purchased Services: $163,560 Instructional Purchased Support $30,625 *$2,500 Substitutes for released teachers for twenty days @ $125 a day *$28,125 Schoology 5 year software lease. Support Purchased Support $83,000 *$50,000 External Project Coordinator and Evaluator *$10,000 Web based support for 3 online courses *$15,000 Curriculum support for 3 courses *$5,000 Electric and data installation. *$3,000 Quality Matters Course Reviews: to certify 3 quality blended courses Professional Development Purchased Services for PD $49,935 *$10,000 Tuition for three staff member to become vocationally certified for Global Perspective, Internship and Entrepreneur course. *$4,000 Quality Matters training for two technology staff members in designing web based courses. *$10,000 Mileage for recruiting Internship partnerships, site visits, conferences *$20,000 for Development of Student and Community Entrepreneur Incubator Program, courses, conference expenses *$3310 Gotomeeting 5 year contract *$2625 Schoology training for 10 staff member train the trainer design 500 Instructional Supplies $ 17,375 *$11,250 Protective cases for IPADS (225 at $50 each) *$1,125 Video Editing Software for use with internships *$5,000 binders, folders, postage, stationary, duplicating 600 Instruction Equipment $ 192,172 *$137,225 32GB IPads (275 at $499 each) *$6,300 Locked charging and storage carts for IPADS (7 at $900 each) *$6,430 10 think pad edge for curriculum designing and internship field work IDL/Global lab for national and international instruction and entrepreneur incubator *$2,310 (20) 22" monitors $3,626 Catalyst Switch *$11,774(20) Lenovo Commercial Systems ThinkCentre M83 *$15,333 Large Screen 50" LED, mount, camera, Polycom 7200 HDX 7000, Cables, MIC array *$12,800 Furniture for Distance/Global Lab

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

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

The ongoing new costs will be a total of $81,250* for the intern coordinator position ($65,000 salary and $16,250 for fringe). Most funds requested are for non-recurring costs design and developmental expenses. Once this one year grant ends, the district will have the capacity and training to further expand this program without the previous use of outside consultants. The teachers for the new courses will be existing positions whose current class assignments will be changed. Equipment repair for the purchased technology should be reduced as the newly acquired will be incurring less maintenance as opposed to our existing. Our current equipment budget in the five year forecast will be sufficient to begin replacing items beginning in year four. Additional savings which were not included in the five year forecast, such as digital courses for new electives or replacement of existing courses as the five year Sandusky Transformation Plan is implemented.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

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

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less
achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating

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

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

* Date Range 7/1/2014-12/30/2014

| * List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities). |
| Planning will be throughout the year, overlapping with implementation as various aspects are field tested. Marketing: *City Wide Announcement of grant through media *Conduct initial project meetings with students, staff, parents and community partners. *Conduct a focus group with teachers, administration and community leaders regarding internships Coordination: *Project Team begins meeting on a monthly basis in July. *Community Partners Kick off breakfast *Review current budgeting needs and begin ordering process *Hire internship Coordinator Curriculum Writing *August 2014 Teacher curriculum writers meet with University consultants to begin on designing courses *Writing continues through December 2014 with field testing beginning in January 2015 *Review of field testing and rewriting as needed. Internships: *Hire Internship Coordinator during summer 2014 *Internship Coordinator begins review of available local, regional, state, nationwide and international internships. *Project Team meets to share Internship resources and contacts *Establish web site for posting available internships and job opportunities Professional Development: *Training begins for three teachers to become vocationally certified in September 2014 *Training for Quality Matters begins in September 2014 *Internship Coordinator begins review of available local, regional, state, nationwide and international internships. |

| * Anticipated barriers to successful completion of the planning phase |
| An anticipated barrier is the unavailability of outside partners and contractors for meeting our benchmarks. By beginning the heavy planning within weeks of award announcements we hope to keep this to a minimum. *Teachers already have a heavy balance between work and personal responsibilities. One barrier will be finding the right people who are enthusiastic and available for the extensive work planned. The project team will be sensitive to these issues and will strive to coordinate work during slower times of the school year and vacations. *Timing and availability of the grant funds will also impact when we can begin the planning stage. |

18. Implementation - Process to achieve project goals

* Date Range 1/1/2015-6/30/2015

| * List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination). |
| Coordination: *Go To meeting software purchased and used for meetings across staff, community, project team and students. Online meetings will begin in October in order to reduce travel costs and time sufficient. *Project team will produce quarterly State of the Project Reports beginning January 2015. This will include pending items as well as steps completed. Lessons learned and barriers will also be included. Curriculum: *Field testing for Global Perspectives Course with 20 9th and 10th Graders during second semester 2014-15. *Field testing of Entrepreneur course during second semester 2014-15 with 20 students and 20 community/parents. This will allow us plenty of feedback as to appropriateness to student versus adult learner. *Field test second semester with English IV with 25 seniors who will be participating in internships. Professional Development: *All teachers will be trained in Quality Matters through the use of a train the trainer method. Quality Matters is a professional development opportunity that instructs teachers on how to develop quality online courses and instruction. *All teachers will be trained on Schoology, the platform for quality instruction within an online environment, utilizing train the trainer. *The three teachers needing vocational certification will be certified prior to the 2015-16 school year. Internships: *Field testing for Internships beginning January 2015 with 25 high school seniors. *Internship and Job website will be fully functional. *Internship manual will be field tested with parents, students and community mentors |

| * Anticipated barriers to successful completion of the implementation phase. |
| We understand that any delays in the planning phase can impact our intended piloting phase during the second semester. Any difficulties in finding a qualified internship coordinator will negatively impact our pool of internship resources. |

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

* Date Range 7/1/2014-6/30/2015

| * List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones). |
| Due to the fact this is a developmental grant, many of the evaluation tools will include short term benchmarks (number of teachers trained, coursework written, and perceptions of staff, instructors and community). In order for us to include some longer range data, we will be piloting the newly developed digital courses and the internships during the second semester 2014-15. This will allow us to more fully assess our efforts prior to our fully implementation during the 2015-16 school year. Beginning in July 2014, the Project Team will meet on a monthly basis to plan and evaluate progress. The general timeline provided will be further delineated in order to account for availability of services providers and staff. All benchmarks will be itemized with appropriate dates, metrics and staff assignments. A quarterly written update will be completed and made available. Topics will include including challenges, barriers, progress, and resources utilized. An outside evaluator will review and conduct appropriate focus groups, surveys and interviews. A summative evaluation report will be included in each quarterly review. |

| * Ant!ecedent barriers to successful completion of the summative evaluation phase. |
| While we can project some of our barriers, we recognize that there will be additional unforeseen ones. *As a district, we realize that we lack the in-house capacity to fully design and implement a project of this magnitude on our own. This proposal will allow the district to move ahead with our goals without hiring additional staff. *While we do have some business contacts through our community school involvement we understand the unpredictability and availability of business leaders. It is hard to estimate the total extent of business buy in. By hiring a full time Internship Coordinator, we can positively impact this barrier. |

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes
should be realistic and significant in moving the institution forward.

Please enter your response below:

Instructional Online classes will afford students from smaller communities, like Sandusky, to expand their course offerings available to them. Additional AP courses, dual enrollment, distance learning from home while on vacation or enrolled in an internship will better prepare students for the future. Our Global Perspective Course will include topics such as Cultural Perspectives in Healthcare, Global issues, Business Trends in a Global World with emphasis on STEM, Emphasis on Foreign language for Interaction and will incorporate interactive components of communication (social media, videos, podcasts) which allows for global communication. All of these topics have both real life, educational, and career implications. The English IV online course will provide student the opportunity to complete their senior requirement no matter where they are. The course will be designed to be used with internships while still meeting the English state standards. Completing their English requirement in this way will afford students to demonstrate their English skills in the workplace and in public while engaging in meaningful educational or work experiences. The Entrepreneur Program will provide instruction to both students and the community around us. Firstly, a course will be designed to utilizing the following topics: role of entrepreneurs in a global society, entrepreneurial trends and opportunities, with global emphasis, cost of doing business, finance, types of business ownership and developing a business plan. All of these topics will be completed through the study of successful regional and national businesses. Designing this course in a digital format will allow us to add a variety of more technical topics that can be used within our community for economic development. Understanding entrepreneurship also builds critical thinking skills in students that can be transferred to almost any career or academic pursuit. The study encompasses elements of algebra, marketing, creative writing, communication. Even though they themselves might not start a company, they will be better employees having studied entrepreneurship. Organizational By providing our students with semester community/business/instructional internships we will gain valuable insight into the preparedness of our students. Both the community mentors and students will be able to assess what they brought to the experience, what they learned, what they need to learn and how they could have been more prepared. These experiences will also serve to improve collaboration and sharing throughout the community. Professional Development will result in significantly improving instruction in the Sandusky schools through the use of distance and blended learning opportunities. These resources do not exist currently within the schools. Teachers will learn best practices for curriculum development and design through the use of outside consultants which will provide core competencies for our staff. The Sandusky City Schools intends to be a focal point in providing education and connection for the economic redevelopment of the region around them. They are in the best position to provide space, technology, instruction and serve as a hub, for all community members, parents and businesses. Through the development of an Entrepreneur Incubator within the high school, it will serve as a hot-bed for creative thought, resources, community development and future economic growth. Our staff will have a greater capacity and expertise to implement further design and implement future projects as a result of this grant.

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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

In Thomas Friedman's renowned study, "The World Is Flat", he discusses the convergence of an increasing number of countries who are independent of one another. Technology allows someone to read and analyze your medical results in another country quicker because of time zone differences, the supply chain of goods and projects are intricately intertwined so as one country cannot function without another. Our students need to have a better understanding of the world around us. What better way to do this but through our schools? Merry Merryfield, professor at Ohio State University has written many articles on the importance of our teachers to teach with a global perspective. She studied 30 teacher training courses across the United States and concluded that they fell short on including discussions of cultural similarities as well as differences, global issues and global systems. Our mandatory Global Perspectives course, for all high school students, will include those issues that will impact our student's ability to adjust to a changing world. The journal of Business Venturing, Kourilsky and Walstad reports compelling evidence for the need to improve our entrepreneurial education of our youth. Their contributions will strongly impact our economic, social and political future. Entrepreneur Weekly reports in a 2014 study, that the primary reasons for business startup failure is lack of a sound business plan and financial knowledge. The need for the understanding of the linkages to the global competitive marketplace is crucial. The vast majority of American business is comprised of small business owners. Introducing students to entrepreneurship skills is key to regional economic growth. Understanding entrepreneurship also builds critical thinking skills in students that is imperative to virtually any career or education path a student pursues. Our Entrepreneur class will encompass elements of algebra, marketing, creative writing, finance, marketing and communication. Students who complete this course will have a better overall understanding of business, careers and the work environment. This experience will also make them better employees even if they do not end up opening their own business. In Theodore Sizer's classic, Horace's Compromise, he addresses the need for high school reform in addressing social issues through real life experiences such as internships. He encourages teachers to provide that linkage between what is taught through books and what happens once the student leaves the classroom. Our senior year internship program provides a wonderful opportunity to do just that.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process,
23. Describe the substantial value and lasting impact which the project hopes to achieve.

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

Please enter your response below.

The true success of this project will be that the graduates of Sandusky City Schools are meaningfully and gainfully employed. Follow up surveys of our graduates will document the true success of our global theme and senior year internships. It is anticipated that our students will be able to explore interests in depth and as a result either enroll in appropriate educational schools or that the opportunity will increase their ability to enter the job market successfully. The district plans on building upon this grant through the increased number of digital course that will be available. The Sandusky Transformation Plan calls for creating Blue Streak University, and Early College opportunity that would allow students to pursue university credit while in high school. Their ultimate goal would be for all students to graduate from Sandusky High School with college credit. Several teachers are already pursuing the ability to provide dual enrollment courses on campus. We are excited about the opportunity to host an Entrepreneur Incubator at the high school. This will serve as a community educational resource as well as a hub for community economic and job creation development. Quarterly follow up focus groups and surveys will help us to assess our success as well as to meet the needs of our regional community. This grant will afford our district to expand our teacher's use of technology in a purposeful ways in developing 21st Century skills as instruction shifts. Money will be saved as our instruction includes web based instruction and resources. Our students will be better prepared for a dynamic and every changing world.

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

The applicant should provide details on the quantitative measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of timelines and data requirements for the final analysis of the project’s progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.
**Program Assurances:** I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents

**Supporting Documents Information:**
- Data
- Surveys
- Interviews
- Focus groups

**Innovative Project:**
- Project timeline
- Budget
- Stakeholders
- Partners

**Straight A Fund Evaluation:**
- Participation
- Duration

**Replication of Project:**
- Other districts in Ohio

**Anticipated Outcomes:**
- Student achievement
- Spreading of lessons
- Unforeseen barriers

**Fiscal Forecast:**
- Spending reduction
- Five-year forecast

**Utilization of Resources:**
- Classroom resources
- Technology infrastructure

**Implementation:**
- Services delivery model

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

- Yes
- No

**Other Anticipated Outcomes**

**If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts.**

**Explain your response**

This project will serve as a model for high schools throughout the state who wish to implement internships of any focus. While our emphasis is on global and entrepreneur, the basic structures and needs are the same. We will be designing and implementing an internship community website where businesses as well as our staff will be able to post current availabilities. Our internship manual for use with

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.
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).

Julie Lenner McDonaldChief Academic Officer, PreK-16 Sandusky City Schools
No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
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<td>Rotary Club of Sandusky</td>
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<td>First Name</td>
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<td>Responsibilities</td>
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<tr>
<td>Julie</td>
<td>McDonald</td>
<td>Chief Academic Officer, PreK-16</td>
<td>*Project Leader, coordinating project components including overseeing implementation targets, fiscal responsibilities and overall quality of project.</td>
<td>Mrs. McDonald is currently the Chief Academic Officer, PreK-16 for Sandusky City Schools. She holds a BS in Education, including licenses in 7-12 Social Sciences, Gifted Intervention and an Administrative Specialist license in Curriculum and Instruction. Mrs. McDonald will graduate from Bowling Green State University in August 2014 with a doctorate in leadership studies.</td>
<td>Mrs. McDonald has spent over a decade securing and working with grant-funded initiatives including federal Javits grants and Title I grants, state improvement grants, Summer Honors Institute grants, Ohio Department of Education research grants through the Office of Exceptional Children and local level grants. Various project leadership includes overseeing the design and opening of a gifted school, creating opportunities with university partners, bringing mobile technology to the classroom level and delivering high quality professional development to a variety of stakeholders.</td>
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<tr>
<td>Eugene</td>
<td>Sanders</td>
<td>Superintendent and CEO</td>
<td>*Project Coordinator - University personnel, Chamber of Commerce and Rotary Club liaison</td>
<td>Dr. Eugene T. W. Sanders has served as a classroom teacher, high school administrator, tenured professor and superintendent of schools in two of Ohio's largest school districts, Cleveland City Schools and Toledo Public Schools. Dr. Sanders has now returned to his hometown of Sandusky and is the Superintendent and Chief Executive Officer for the Sandusky City Schools. Dr. Sanders is a recognized expert in school transformation and has introduced the most innovative and reform oriented recommendations in the history of the Sandusky City Schools.</td>
<td>Dr. Sanders has led several high profile transformation plans in his various appointments, coordinating outside agencies' participation at all levels of implementation.</td>
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<tr>
<td>Nancy</td>
<td>Zechman</td>
<td>Director of Career-Technical and Adult Education</td>
<td>*Project Coordinator - Career Tech personal liaison, including curriculum writing and funding expert.</td>
<td>Mrs. Zechman holds a license in vocational education, secondary principalship, career technical administration, and curriculum and instruction. She currently oversees all aspects of career-tech education for Sandusky City School, a comprehensive high school.</td>
<td>Mrs. Zechman has lead Sandusky's Career Tech education for the last five years. Prior to her current role, she taught for thirteen years as a business education teacher. Before Mrs. Zechman began her teaching career, she was an accountant for eight years.</td>
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<tr>
<td>Sue</td>
<td>Young</td>
<td>Consultant</td>
<td>Project Consultant - Evaluation</td>
<td>Ms. Young holds an MEd, MSA (Accounting), and MBA. Her background as a professionally certified high school teacher as well as a</td>
<td>Ms. Young had over 30 years' experience at the Toledo Public Schools in the area of research, evaluation and school reform. She designed and led a group of high</td>
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<td>Name</td>
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<td>Sue</td>
<td>certificated school treasurer</td>
<td>make her uniquely qualified to evaluate this grant.</td>
<td>Their visits took them across the United States (Boston, Philadelphia, Baltimore, Chicago, Sarasota, Austin and Kansas City) and helped them to redesign their high schools. Sue assisted in designing and secured funding for smaller high school learning communities from federal, state, local and private sources (KnowledgeWorks). In addition, she has managed well over twelve 21st Century Learning Communities throughout the state with federal and state funding. Uniquely qualified for this particular grant is her background as a professionally certified high school teacher as well as a certificated school treasurer.</td>
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<tr>
<td>Eric Talbot</td>
<td>Assistant Principal</td>
<td>Teacher liaison - collaborate with writing the curriculum for the courses at the 10th-12th grade levels. Leader with the high quality professional development.</td>
<td>Mr. Talbot holds licensure in 7-12th grade social studies and secondary principalship. Mr. Talbot has served the district in various roles prior to and during his current position as assistant principal at Sandusky High School. Most recently, Mr. Talbot was instrumental in the implementation of our new walk-through process, is currently serving as an administrator on our OTES executive committee, and served on our district transformation committee.</td>
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<tr>
<td>Robert Burch</td>
<td>Teacher</td>
<td>Teacher Liaison - collaborate with writing curriculum for the courses at the 9th grade level. Leader with the high quality professional development.</td>
<td>Mr. Burch holds licensure in middle grades social studies and a Masters in curriculum and instruction. Mr. Burch has held various leadership roles in the district, including team leader and union vice-president. He served most recently on the district’s transformation committee, leading his expertise to the Academics pillar.</td>
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<tr>
<td>Claire Grantier</td>
<td>Instrucational Technology Facilitator</td>
<td>Technology Coordination - will oversee the deployment and implementation of hardware and provide support for software. Provide high quality professional development. Mrs. Grantier provided instructional technology goals, plan, costs and outline of all instructional technology activity included in the submission of the district’s Straight A Fund application.</td>
<td>Mrs. Grantier holds licensure in middles grades education. Mrs. Grantier has five years classroom experience, three of those years managing blended or completely online classrooms. She has eight years instructional technology experience in state and nationally recognized innovative schools of Ohio. And has served as co-facilitator of awarded ARRA grant. Mrs. Grantier is a proud member of the Sandusky City Schools Technology Team who together designed the five year technology transformation plan, in hopes of transforming student learning experiences to create and development globally competitive students.</td>
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<td>Ted Caleris</td>
<td>Principal</td>
<td>*Project Coordinator - will oversee high school coordination of staff professional development, writing of curriculum and A graduate of Cleveland State University with a Bachelors degree in Biology, Masters degree in Educational Administration and a Doctorate in Urban</td>
<td>Mr. Caleris comes with 12 years of administrative experience at the Middle School and High School levels. He has implemented several large initiatives throughout his career, advancing student</td>
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<td>implementation of courses.</td>
<td>Education (graduation May, 2014),</td>
<td>achievement.</td>
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