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**Adjusted Allocation** 0.00

**Remaining** -11,289,980.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
Greater Springfield CareerConnectED Center

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

In the Greater Springfield area, many students graduate ill-prepared for opportunities emerging from shifts in the global and local economies; to address this problem a consortium of four contiguous school districts, Springfield City School District (high poverty, urban), Springfield Clark County Career Technical Center (CTC), a recently opened regional STEM school (Global Impact STEM Academy, or GISA), and Clark Shawnee Local (rural) will used a shared services model to create the Greater Springfield CareerConnectED Center (CCC). With operational support from Battelle For Kids, the consortium will collaborate with partners in industry, workforce agencies, higher education, and leading educational consultants to improve student achievement through innovative, hands-on learning and problem-based curriculum directly linked to high-demand careers. The CCC will renovate a centrally located vacated school and co-locate there with the regional STEM school to provide professional development for staff and year-round career exploration, personalized college and career readiness assessment and advising, classes and experiential learning opportunities in manufacturing, computer science, and food and biosciences to enable more students to increase academic achievement and develop 21st century learning and employment skills.

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.

5343 3. Total Students Impacted:

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

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

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

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

First Name, last Name of contact for lead applicant
Dona Starrett

Organizational name of lead applicant
Springfield City School District

Address of lead applicant
1500 West Jefferson Street

Phone Number of lead applicant
937.505.2841

Email Address of lead applicant
starretda@spr.k12.oh.us

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.
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

Our problem is two-fold: One, far too many students graduate from high schools ill prepared for success in college or careers. Two, the Greater Springfield area has an urgent need for a skilled workforce to sustain and drive growth in the manufacturing, computer science, and food and bioscience industries which is vital to the economic development of our region. Through three years of personalized advising using Educational Policy Improvement Center's (EPIC) assessments, it has become apparent at least 70% of students Springfield City School District students plan to attend college, but over 90% believe they need remediation. 80% of students advised were recommended for additional college and career readiness activities. (SCSD data) Ohio Board of Regents data from regional state universities shows 46% to 71% of students who enter and persist to complete degrees at the same university. The Greater Springfield Chamber of Commerce, Dayton Development Coalition (DDC), and Area 7 Workforce Investment Board confirm the need for more students prepared for the academic rigors of STEM related careers and with better non-cognitive or "soft skills." Manufacturing has traditionally been the economic cornerstone of the Greater Springfield area and it is rebounding after the 2008 recession, but nearly 40% of the current manufacturing workforce will retire within five years. For our area to thrive, we must ensure a skilled workforce for manufacturing but must also prepare a workforce for emerging and rapidly expanding food and bioscience and computer science jobs in the region. Computer science jobs are plentiful and growing at a rate of 28% (Bureau of Labor Statistics, 2012 Occupational Outlook Handbook) but our schools lack computational career exploration opportunities or coursework. The food and bioscience industry, providing 1 of 7 jobs in Ohio, lacks students pursuing STEM related careers. The proposed innovation and how it relates to solving the problem or improving on the current state.

These problems have led four Springfield area school districts to form a consortium to share services and address the college and career readiness of students in grades 7-12. Our CareerConnectED Center (CCC) will provide innovative and engaging curriculum and programming for students, teachers, and counselors during the school day and during extended hours and extended days. Through extensive pre-planning with teachers, administrators, educational consultants, and industry representatives, our consortium has developed an efficient, collaborative system to increase student exposure to in-demand industries and have successfully piloted parts of this system. The system includes early, self-directed career exploration, challenges to enhance competency and confidence, new credit-bearing classes, job shadowing, work readiness workshops, paid internships, teacher externships, and capstone experiences, all developed with assistance of industry partners and educational experts. Web-based individual learning plans will link student aspirations, plans, and progress. More students will transition to, and persist in, well-paying careers and post-secondary education. We will annually increase, by at least 10%, the number of students who graduate from high school having benefited from personalized advising and planning; career exploration; early college credit opportunities; work readiness training; stackable and recognized job-readiness certificates; and career-linked paid work experience. We will develop 7th through 12th grade experiential learning opportunities in manufacturing, computer science, and food and biosciences and ensure that students develop 21st century learning and employment skills. Where possible, we will leverage existing content and infrastructure from our partners, including Navistar, Inc.; McGregor Metalworking; the US Air Force; LexisNexis; The Ohio Farm Bureau; Clark State Community College; Wright State University; the MacArthur Foundation; and Battelle For Kids to maximize efficiency and sustainability. We will renovate a centrally located, but currently vacant, high school. The former Springfield South High, a beautiful and historically significant building, will serve as the permanent home of the regional STEM school (GISA; now renting space insufficient for its growth) and house the CareerConnectED Center. Students may access programming at the CCC and, in many cases, online or via blended learning workshops at their home schools. The STEM school (GISA) and the CCC will operate using a shared services model. Renovation of the existing building, owned and maintained by SCSD provides the needed space for both GISA and the CCC at substantial savings (less than $100 per square foot for renovation (builder's estimate) instead of $220 per square foot for building new (Ohio Facilities Construction Commission). Consortium members and partners have committed $2 million to assist in the capital portion of this project. Through the benefits of shared services, SCSD will absorb additional spending and maintenance costs yet actually save money each year, as shown in the Financial Impact Table in this application. Battelle For Kids will facilitate organizational structure and communications plans, and data dashboards to ensure an independent and relevant identity for the CCC. We will develop expanded measures of student achievement to include non-academic behaviors and skills. Springfield City School District, the lead consortium member, has extensive prior experience in this area and brings partners (Educational Policy Improvement Center and the MacArthur Foundation) to ensure that our work is well grounded in the emerging research findings around 21st century skill development and assessment. This work will advance the pressing need to increase student achievement, close learning gaps between subgroups, and accelerate the development of a 21st century workforce in Ohio.

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
More detailed descriptions of the roles and activities will be addressed in Question 16.

We will rely upon standard metrics but also expand the definition of student achievement, traditionally measured as academic progress and performance, to include progress and performance in the domains of college, career, and life readiness for grade levels 7-12. Our proposed metrics include academic and non-academic items. Our implementation plan includes evaluation planning with Battelle for Kids, EPIC, and Clark State. We expect to refine these metrics and determine how each consortium member will collect and share data. College, Career, and Life (CCL) Readiness metrics relate directly to elements of the readiness plan that SCSD has successfully piloted. They are supported by research provided by Dr. David Conley's Educational Policy Improvement Center. We will develop a rubric to assess CCL readiness in the aggregate and for individual students as part of their personalized learning plans. This innovative tool will be developed, assessed, and modified over the term of the project. Metrics: traditional areas associated with student achievement: 1. ACT participation and performance; 2012-13 ACT baseline = 44% of SCSD graduates participating; goal = 5% increase per year; 2012-13 ACT baseline = 19 mean composite score; goal = 1 point increase by end of project (2015-2016); note: ACT estimated performance on a second form of ACT test (with no additional preparation) results in an average increase of one point. 2. CCC support, our results should be greater than average. 3. Increased enrollment in problem-based math and science courses; 2014-15 baseline. 4. Increased middle school value-added scores [disaggregated: district, gifted, SWD, lowest 20% achievement; 2012-13 baseline (SCSD's baselines = A, goal = A; gifted = C, goal = A, SWD = A, goal = A; lowest 20% = A, goal = A)]. 5. Increased COMPASS participation rate and performance in math and overall score. Metrics: college, career, and life readiness: 1. Increase 8th grade and 10th grade EPIC-based advisory participation; goal = 10% increase in both groups per year. 2. Increase ratings of internships by students and employers. 3. Increase number of job readiness activities completed 4. Increase number of job offers to students (new measure, increase each year). 5. Increase number of students completing college applications (new measure, increase each year). 6. Number of completed internships [disaggregated: employer type, school, gender, race, SES] 7. Number of pre-internship programs offered, applications completed, student participation, student completion; 2013-14 baseline. 9. Enrollment in college and career readiness electives 10. Students with Individual Learning Plans (ILP) on Naviance platform; disaggregated: gender, race, grade, SES. 11. Early college credit and workforce credentials earned [disaggregated: school, gender, race, grade, SES; 2014-15 baseline]. 12. Number of career interest surveys completed [disaggregated: school, gender, race, grade, SES; 2013-14 baseline]. 13. Number of career exploration activities offered and completed [disaggregated: school, gender, race, grade, SES; 2014-15 baseline]. 14. Rate of college remediation for consortium students reported by Clark State and Wright State in math and language arts (new measure, decrease each year). 15. College persistence (year one to year two) based on National Clearinghouse data. 16. ACT WorkKeys participation and performance; 2013-14 baseline.

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

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

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

Typically, schools, community organizations and businesses lack the necessary conduits, communication and resources to streamline overlapping services. Moreover, it is common to find that schools may have a particular resource that another is in need of, and vice versa. Because of our collaborative efforts with partners, each consortium school district and its students will benefit from improved access to educational services and from increased efficiency. Currently, only one district in the consortium uses the Naviance platform and the EPIC assessments. Through our shared services model we have secured a single, discounted contract for both tools for members of the CCC. Thus, three additional districts will be able to access these valuable tools and share training and implementation knowledge with each other. Consortium members will also share curriculum development expertise and professional development, allowing all four districts to meet the expressed desires of our teachers. We will also link teachers and others directly to employers to help them bring real-world learning into their instructional activities. Teachers will share expertise in new professional learning communities that will be developed through teacher-based team and small learning communities. Our internship model will benefit from shared services as we coordinate contacts with employers (who have asked for one central contact for all districts) and standardize processes and forms. A central location for delivery of work readiness programs, assessments, speakers panels, and mock interviews allows all consortium members to efficiently participate in these activities. Additionally, substantial fiscal savings will be realized allowing each district to divert monetary resources to improve teaching and learning. Through shared services, particularly the co-location of CCC and the regional STEM school, the ongoing costs of operating the renovated South High building can be fully absorbed by its owner, SCSD, and yet SCSD will still show a reduction in its five year forecast. Additional shared administrative and operational costs are also creating a financial benefit for consortium members and partners. One partner, Battelle for Kids (BFK), will lead implementation team members in developing comprehensive communication strategy, tactics, templates, training, and other tools ensure effective engagement with stakeholders and support within the community. BFK has engaged with districts across the country to create and leverage a performance management system to support and advance initiatives of a similar scale. Performance management will provide support for formative processes, measuring and acting on performance results throughout the implementation of the initiative. Through this formative process, the consortium has an opportunity to build a culture in which the vision of success is clear, results matter, everyone takes personal responsibility for their role in the achieving success, and systems of support are in place to ensure everyone has the resources needed to be successful. Documentation of data and processes developed during the grant period will support scaling the project to include additional schools and allow replication. We will provide web-based access to an expandable knowledge base, enabling stakeholders and others to review appropriate data, policies, and processes as they are developed. In addition, dissemination of the components of the initiative will occur through visits by interested parties to consortium sites, symposia hosted...
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.

11,289,980.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

100-200s- Support Service: $75,000 Salary & $33,000 Benefits for 1 yr. position to oversee start up activities, including development of steering committees, administrative and communication processes. PD: $37,000 stipends & $6,660 benefits for externships cost for SCSD teachers summer 14 & 15; 400s- Instruction: $70,000-20% of Business consortium student internship expense 5 yr. contract; Clark State $37,170 for direct instruction for workforce readiness, customer service, cybersecurity, manufacturing foundations, and OSHA 10 course and workshops; 5yr contract; $90,000 Epic assessments for consortium students 5yr. contract discounted rate. Support Service: $61,500 FUSE modular training for consortium students; $42,000 Naviance for consortium students 5yr. discounted contract. $4,000 MVECA data link set up for new data systems Naviance & Epic 1 yr. start up expense; $90,000 Oracle access for consortium students 5yr. discounted contract. $20,000 OMJCC Work Keys assessment for consortium students 5yr. discounted contract. $126,000 Epic data consulting service consortium members 5yr. discounted contract; $298,400 Battelle 5 yr. contract facilitating development of consortium governance structure, communications, plans, and tools; partnering with EPIC to develop performance management metrics, data display tools and performance based culture and response system for consortium and its members; planning and managing professional learning for consortium, including hosting symposium, publishing proceedings, and securing appropriate other speaking or publication opportunities PD: $32,000 travel and meeting expense for 10 consortium staff initial yr. train the internal trainers; $35,000 for presenter/trainers for consortium staff for initial yr. train the internal trainers; $52,000 Wright State PBL PD 5yr. discounted contract. $9,000 for externships cost for consortium teachers; $30,000 stipends and subs for PD events for consortium staff; $5,000 Clark State certification consortium staff; $80,000 symposium expenses to disseminate and allow replication of this program state wide. 500s- Instruction: $110,000 for 3 computer labs this includes 5yr. maintenance agreement; $10,000 for software licenses for computers initial setup. $50,000 for instructional supplies to buy initial lab
At the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible increased ongoing costs. 

Without increased ongoing spending as documented in questions 11, fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. An application with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must include additional 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.

Additional Custodial and Maintenance Staff and materials budgeted at the three year average of 2006-2008 which were the last three years of operations of South HS cost at $220,257. Springfield will provide the complete building service of 4 employee these costs will be offset by a Financial Shared Service agreement with GISA STEM and Springfield City School Districts existing staff saving of $40,000.

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

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

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

647,779.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain SCSD will commit to reducing staff cost as senior staff retires and new staff is hiring at a lower salary (10) of $250,000 and (4) Staff reductions for repurposing for this projects of $195,880. Two shared service agreements for fiscal and business operations with the saving mentioned will net savings of ($175,301). Clark-Shawnee had 3 teachers retire at the end of 2012, 9 retire at the end of 2013, and 5.81 will retire at the end of 2014. Looking ahead at years 2016-2020 there will be 17 eligible to retire for an average of 3 per year. Based on past retirements the district will have at least 3 teachers retire per year. This coupled with the 5.81 retirees that were not forecasted in October generate the projected savings ($361,035) General Fund money that we are currently using to pay Clark state for EMT Certification, MOS testing, and Duel Enrollment (for years FY17 and beyond) is a projected savings. ($13,640) Within the forecast GISA STEM has included Building Maintenance and Custodial Staffing and service, Within the project the GISA will lease and the district will maintain with the Impact table presented by the Springfield City School District. The GISA forecast includes $338,303 less the lease of $240,500. ($97,803)

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

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year. The sustainability costs associated with the CareerConnectED Center (CCC) are divided into two areas, those which with continuing costs and those without such costs. For instance, renovations and equipment purchases are capital items, and maintenance contracts or ongoing costs have been included in grant budget. Other non-continuing costs include long-term contracts fully paid for in the first year of the grant that provide infrastructure, assessments, and other lasting tools. Examples include purchased services from Naviance, EPIC, and Battelle for...
Kids and content or equipment purchased for FUSE Studios. Cost details can be found in the budget narrative and the budget itself. The relationship of these services to program goals and objectives can be found in the program description and implementation (§8, §18) Continuing costs associated with the program will be sustained in two ways: reassigning responsibilities to current staff; and through direct or in-kind contributions from partners. In-kind contributions include OIC, our Community Action Agency providing funding for a tech support position at CCC; OMJ Clark County providing content, instructors, and access to assessments and proctors; in-kind services in curriculum development, career exploration opportunities, internship costs from industry partners, including Navistar, Ohio Soybean Council, and others; in-kind access to 21st Century learning networks and infrastructure provided by MacArthur Foundation, and in-kind communications, outreach support from John Legend and his Show Me Foundation. The on-going costs, as well as reductions in each consortium member's five-year forecast can be found in the Financial Impact Table included with this application. Additional detail on costs and associated contributions by partners can be found in the budget narrative and in partnership letters of support that include the specific deliverables of each partnership (available for inspection, on request). It is evident to us from our history and the experience of others that financial support is necessary, but insufficient, for the long-term sustainability of initiatives similar in scope to the one we are presenting. Our proposal should be seen as organic, intended to grow both in depth and reach. For this maturation to be sustained and institutionalized, significant and on-going professional development will be needed. You will see these needs addressed in the program description, the budget narrative, and the budget itself. Further, in response to activities intended to disseminate the program components, processes, successes and lessons learned, we envision growth of the consortium as other school districts see the benefits to be derived. We recognize there will be costs associated with an expanding consortium. These costs will need to be assumed by those entities wishing to join the consortium, maintaining a cost-neutral financial impact to this grant proposal. Barriers to successful sustainability include ineffective use of partnership resources, including non-consortium schools and districts in grant-related activities as the grant timeline moves forward, and resolving issues, concerns, and problems among consortium members and partners. Our grant management executive committee, the program manager and our consortium steering committee will provide the mechanisms by which conflicts are resolved, questions answered, and program performance metrics reviewed. This governance framework will identify any need for mid-course corrections, recommending solutions, performance targets, timelines, and responsible parties. In addition, frequent surveys of partners and other stakeholders will be used to gauge satisfaction with procedures and results associated with grant activities. The executive committee and steering committee will meet regularly to review survey results and other program performance metrics.

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

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

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

Enter Implementation Team information by clicking the link below:

Add Implementation Team

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

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

17. Planning - Activities prior to the grant implementation

* Date Range Fall 2011-2015

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

Springfield City School District conducted activities related to the purpose of the grant since 2011. During 2013/2014, other consortium members began collaboration. The pre-application work was instrumental to our readiness. Below is a list of activities occurring to date and then a list of planning which will immediately upon award of the grant. Prior to grant application: Market research (SCSD, 2011-12) Refined and began EPIC Assessment and Advising (SCSD, 2011-12) Expanded internship program (SCSD in 2013; SCSD, Clark Shawnee (CS), Clark Technical Center (CTC), 2014) Began Naviance use at SCSD Middle Schools (2014), demo for CS (2014) Visited PBL/STEM exemplars (Dayton Region STEM, Metro, Reynoldsburg, 2012-14) Hosted Middle School teacher PBL PD (GISA hosted SCSD, CS, 2014) Established part-time open enrollment policies (SCSD, GISA, 2013) Established Manufacturing Collaborative Program, (SCSD, employers, agencies, 2014) Developed framework for work readiness workshops and assessments (SCSD, Clark State, OMJ, 2014) GISA opened to 9th graders in temporary space (2014) Developed plans for GISA permanent space at South High (2014) Began discussion of consortium benefits (SCSD, GISA, CS, CTC, 2014) Planned CareerConnectED Center (SCSD, GISA, CS, CTC) including proposal details, enlisted partners, developed budgets (2014) Secured School Board approvals of CCC (SCSD, GISA, CS, CTC, 2014) Updated renovation, technology, security costs for CCC proposal (2014) If awarded: Establish Steering Committee, Functional Workgroups, Timelines (Consortium + BFK, August - September, 2014) Finalize plans for shared spaces, GISA facilities, an updated drawings (Consortium, partners, contractors, August - September, 2014) Select renovation general contractor, formalize contracts (Consortium, partners, September, 2014) Hire Project Manager to manage first year governance, administration, communication, coordinate meetings, (August - September, 2014)

* Anticipated barriers to successful completion of the planning phase

Gaining community understanding and support for novel project. Possible remedies include ensuring that the benefits to all are highlighted in presentations, media opportunities and that we continue to be deliberate and honest with key influencers, including school boards, SCSD business advisory council, community leaders, and media. Coordination and inclusion may be most difficult in start up phase, especially with mid-summer and school year start. Possible remedies include online collaborative workspace and rotating responsibilities. Partners and
implementation team members are aware of timeline and highly motivated. Balancing shared efforts, shared space, with historical and current need for each consortium member to maintain own identity. Possible remedies include shared management; advisory processes; ensuring all consortium members are guiding the project; an independent name; providing additional shared service opportunities; discussing budget details with all consortium members; defining externships, PD needs, communications needs, and barriers to ensure that all perspectives are recognized; contracting with BFK for independent facilitation of organizational structure, communications, planning tools, training, and development of performance metrics. Sustainability challenges, as people leave positions. Possible remedies include contracting with Oracle and paid PD time so project managers can develop an online knowledge base as a resource to others now and in the future. In addition, BFK and other PD providers will use a train the trainer model.

18. Implementation - Process to achieve project goals

* Date Range July 2015 - July 2020

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

SUMMER: Admin: (yr1) formalize governance structure; hire project manager; develop communication; formative evaluation; data collection; interim evaluation; gov team meeting. Teaching/learning/PD: student internships; teacher externships; PD activities; FUSE workshops; ACT WorkKeys assessment; job shadowing; implement communication plan; symposium; status report to community; internship celebration; media contacts. FALL: gov team meeting; renovation begins; Administration: data collection. Teaching/PD: external site visits; PD activities; FUSE workshops; PBL units taught & developed; job certification taught; college & career readiness electives taught; Naviance training; EPIC assessment; EPIC follow-up advising; career interest surveys; pre-interimship process. Communication: media contacts; program dissemination; develop branding, messaging, video content, templates, Chicago exemplar visit. WINTER: renovation; gov team meeting. Admin: data collection. Teaching/learning/PD: external site visits; PD activities; FUSE workshops; PBL units taught & developed; job certification courses taught; college & career readiness (CCR) electives taught; job shadowing; EPIC advising; career fair; pre-interimship process; personalized learning plans developed; course scheduling; Communication: media contacts; program dissemination. SPRING: renovation, Columbus exemplar visit. Administration: data collection; gov. team meeting. Teaching/learning/PD: external site visits; PD activities; FUSE workshops; PBL units taught & developed; job cert. taught; CCR electives taught; job shadowing. Communication: media contacts; implement traditional and social media communication plans; dissemination progress, metrics, and plans.

* Anticipated barriers to successful completion of the implementation phase.

1. Most students accustomed to traditional high school education and require training for increased self-reliance, resource gathering, time management & accountability. A possible remedy is intentional professional development for consortium members that will work directly with students with Naviance and EPIC to assist students with making choices. 2. The implication of a fundamental shift in the role of faculty in curriculum development and delivery and in the shared governance arrangements needed for success. A possible remedy is Battelle for Kids will provide an effective professional learning approach that builds educator’s capacity to prepare for their shifts in their roles. Possible remedies include frequent governance team meetings, responding to satisfaction surveys of staff, students, partners, and other stakeholders. 3. Facilities renovations may not be completed on time. Meet with construction manager to develop a realistic timeline with key interim milestones. As a remedy, we will develop contingency plan for housing GISA students and CCC activities for alternative space and/or a delayed school year start.

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

* Date Range 2019-20

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

The summative evaluation will be conducted in 2019-20 and will be informed by the formative evaluation activities provided in each of the five years of the grant. A full description of the measures identified to evaluate grant outcomes can be found in the response to question #9.

Battelle For Kids (BFK) and the Clark State Community College Office of Institutional Research (OIR) will assist the consortium governance team with the summative evaluation of this project. BFK and OIR have significant experience in establishing and using evaluation systems for educational institutions and programs. These three groups will be responsible for analyzing data collected over the grant period; comparing those levels of performance to the stated goals and outcomes of the proposal; communicating the results of the summative evaluation results with consortium members, partners, stakeholders, and the community at-large; provide leadership for and carry out the data collection required by the ODE’s guidelines; complying with Educational Rights and Privacy Act of 1974 (FERPA); and, making observations and recommendations regarding performance and process metrics.

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

1. The grant application requires efforts of the coalition & stakeholders to establish shared data infrastructures that go beyond current state data infrastructures. Possible remedies include frequent communication over the grant period among the summative evaluation partners & the governance team. & Frequent governance team meetings, responding to satisfaction surveys of staff, students, partners, & other stakeholders. 2. The grant application requires the efforts of the coalition & stakeholders to establish shared data infrastructures that go beyond current state data infrastructures. Possible remedies include frequent communication over the grant period among the summative evaluation partners & the governance team. 3. The grant application requires raising concerns about conflict of interest. Possible remedies include frequent governance team meetings, responding to satisfaction surveys of staff, students, partners, & other stakeholders. 4. The grant application may raise the perception that sharing will result in loss of control or identity. Possible remedies include frequent governance team meetings, responding to satisfaction surveys of staff, students, partners, & other stakeholders. 5. The grant application may accentuate fiscal inhibitors. Possible remedies include frequent updates from the fiscal managers to the governance team. 6. The grant application may cause conflicts in school calendars. Possible remedies include frequent communication between the consortium governance team & the superintendents and boards of education of consortium members. 7. The grant application may raise the question of determining who is responsible when a problem arises. Possible remedies include conflict resolution guidelines developed in the first year of the grant period and the use of this process by the consortium governance team. 8. The grant application may accentuate the need to compromise on details. Possible remedies include conflict resolution guidelines developed in the

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:

The consortium members’ adoption of a collaborative, shared services model is a significant organizational change. It will produce cost and operational efficiencies as each member contributes expertise and unique program elements. Each district will share its unique strengths and expand access to partners and best practices. New policies and procedures will be developed to accommodate differences from one consortium member to another. Addressing differences may lead to changes as practices discrete to individual members evolve into commonly accepted activities. The consortium’s steering committee will develop and document MOUs and policy revisions. Changes related to teaching and learning, including the following: 1) Problem-based curriculum and career exploration activities will be co-developed and used by all four schools. 2) As instructional moves toward practical application and assessment of learning, more students will participate in out-of-classroom career exploration and internship experiences. 3) Teachers will participate in externships to help them link real-world experiences with instruction. 4) Through use of EPIC and other assessments and the Naviance learning plan platform, students, parents, and school staff will have more autonomy and guidance in developing college and career plans. 5) Teachers and counselors will share access to personalized learning plans and students’ academic and non-academic data, which will require changes in counseling, advising, and teaching strategies. 6) Individual learning paths will be supported through shared online, blended, and experiential learning opportunities. 7) In addition to students receiving their diplomas, more students will earn stackable certificates, industry certifications, and college credits while in high school. 8) Centralized contact points and standardized processes will make it easier for employers and higher education partners to have meaningful participation with consortium schools. The focus on a shared goal (improved student performance in all domains of college and career readiness) will catalyze organizational change. The CareerConnectEd Center will facilitate capacity-building activities, including development of policies and processes to effectively manage this collaboration. These will be documented and shared via an online knowledge base, publications, symposia, and presentations. The expansion of data-driven college and career preparation services will impact the schools, our students, our partners, and our community. Linking employers, workforce development agencies, higher education, educational platform providers, and educational research organizations with our consortium will impact each consortium member. As we integrate the services provided by our partners to best serve a wide range of students, we will drive strategic and/or procedural changes. Co-locating college and career readiness services, outreach and social services, and a regional STEM academy in a central location is expected to have significant positive impact on community support for and student participation in consortium activities. Capacities developed to serve consortium students will be readily adapted to serve adults, including displaced workers, providing an expanded partnership with local workforce development agencies. There is additional space in the former school that could be made available for recreation, arts, and cultural programs, as well as a wide range of future educational uses. The CCC will adopt SCSD’s extended day and extended year schedule. Opportunities for students to advance by earning high school credit for experiential learning may cause some consortium members to re-evaluate policies with the goal of expanding educational choice for families. As the CCC initiative matures, unforeseen opportunities for change will emerge and will be assessed and actualized by the consortium governance structure.

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:

Shared services is a collaborative strategy designed to optimize public resources, including staff, equipment, and facilities. Through our consortium, we are developing promising practices and examples for other districts that will be shared through various communication strategies. These practices include those associated with business services, economic development, food service operation, and facilities (Beyond Boundaries). Grant funding will be a catalyst for ongoing effectiveness. Our consortium understands and values the need to develop collaborative relationships that will reflect the needs and strengths of each member district. We will increase student achievement, our second goal, through implementing a system of teaching, learning, and advising that better links 7-12 education to authentic, real-world experience. We will implement several platforms (Hobson’s Naviance platform, which includes multiple career exploration, college planning, and personal learning plan tools: EPIC’s CampusReady Assessment) which have been developed, validated, and researched. The consortium internship experience has a unique vision of education success in which standardized tests, subject-based courses and textbook learning are augmented with authentic, competency and performance-based elements and measures of their education (Hendrie, 2004; Toch, 2003). According to Research Starters, student internships result in numerous advantages for the students that participate, including invaluable experiences, an increase in maturity levels, strengthening of academic resumes, and assistance in deciding on college majors. Our consortium is committed to providing our students with the skills they need to be employable and college-ready. The successful development of the multi-district internship process provides evidence that the consortium has the capacity to fulfill the collaborative efforts described in the application. Through the externships, a cutting-edge form of professional development supported by the SCSD teacher union, teachers will change practices and improve student outcomes and build capacity through these developing relationships. According to the Teacher Externship Guide (California Department of Education), this unique professional development opportunity will connect the classroom to the workplace. The purpose of our externship program will be to engage staff in activities in business and industry, enabling them to modify classroom content and learning strategies to more closely reflect workplace application and more authentic pedagogical
practices. A teacher's ability to connect theory and practice, bringing an understanding of workplace practices and policies (e.g. problem solving methods, practical applications of theory, leadership concepts) into the classroom significantly increases the relevance of student learning. Our consortium recognizes the importance of problem-based learning (PBL); all members include some form of problem-based learning in their districts. PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. According to a publication from Educational Research, Improving Achievement through Problem-Based Learning, PBL instruction caused a significantly better acquisition of scientific conceptions than the traditional instruction. PBL students appeared more proficient in the use and organization of relevant information, in constructing knowledge and moving toward better conclusions.

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

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

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

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

The CareerConnectED Center (CCC) will increase student achievement, college, career, and life readiness as measured by improvement in the metrics described in question #9 in this application. At least 10% more Clark County students will be exposed to career exploration, hands on learning, problem-based learning, and individualized advising each year for five years. More teachers will have authentic experience in regional workplaces, through teacher externships, and greater collaboration on curriculum development linking this experience to the traditional school day. More students will experience the world of work through career fairs, job shadowing, work readiness training, and paid internships. Programming now limited to less than 1,000 students will be available to more than 5,000 students each year. Significant cost savings (more than $500,000 per year) will accrue to consortium members as we share services and share space by renovating a centrally

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### The Evaluations for Our Innovative Project

**Executive Director**, Educational Policy Improvement Center, 24 NW 1st Ave, Portland, OR 97209 and Battelle for Kids, Brian Gibson, 1160 Dublin Road, Suite 500, Columbus, OH 43215 Data Collection, Dr. Amit Singh, Office of Institutional Research, Clark State Community College, 570 E Leffel Lane, Springfield, OH 45505 EPIC will provide five years of access to its research-based CampusReady school diagnostic to access students' college and career readiness. EPIC will provide program evaluation services, including evaluation plan design, ongoing evaluation, regular information and advice for continuous improvement of the program, and a final evaluation report at the project's conclusion. Battelle will define performance metrics and scorecard development, develop a reporting structure, collect and display data collection. Clark State Community College's Office of Institutional Research, Dr. Amit Singh is providing the consortium with .5 FTE (in kind) to collect and prepare data for our evaluators.

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### Conclusion

The evaluations for our innovative project will be external and internal and will be provided through our partners EPIC, Dr. Kristine Chadwick, Executive Director, Educational Policy Improvement Center, 24 NW 1st Ave, Portland, OR 97209 and Battelle for Kids, Brian Gibson, 1160 Dublin Road, Suite 500, Columbus, OH 43215 Data Collection, Dr. Amit Singh, Office of Institutional Research, Clark State Community College, 570 E Leffel Lane, Springfield, OH 45505 EPIC will provide five years of access to its research-based CampusReady school diagnostic to access students' college and career readiness. EPIC will provide program evaluation services, including evaluation plan design, ongoing evaluation, regular information and advice for continuous improvement of the program, and a final evaluation report at the project's conclusion. Battelle will define performance metrics and scorecard development, develop a reporting structure, collect and display data collection. Clark State Community College's Office of Institutional Research, Dr. Amit Singh is providing the consortium with .5 FTE (in kind) to collect and prepare data for our evaluators.

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### Additional Information

The CareerConnectED Center (CCC) will increase student achievement, college, career, and life readiness as measured by improvement in the metrics described in question #9 in this application. At least 10% more Clark County students will be exposed to career exploration, hands on learning, problem-based learning, and individualized advising each year for five years. More teachers will have authentic experience in regional workplaces, through teacher externships, and greater collaboration on curriculum development linking this experience to the traditional school day. More students will experience the world of work through career fairs, job shadowing, work readiness training, and paid internships. Programming now limited to less than 1,000 students will be available to more than 5,000 students each year. Significant cost savings (more than $500,000 per year) will accrue to consortium members as we share services and share space by renovating a centrally
24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

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

* Student Achievement

Goal: Student Achievement 2016-2021, mean consortium ACT scores will increase 1 point per year; percentage of ESL students participating in college and career readiness activities will be 100%; graduation rate will increase 2% each year; enrollment in PBL courses will increase by 20 students each year; value-added scores will be rated A for all value-added subgroups; 100% of students indicating a two-year college aspiration on the EPIC survey will complete the COMPASS assessment. Goal: College, Career, and Life Readiness, % of satisfaction ratings of internships by students and employers will be very good or excellent; 100% of satisfaction ratings of externship experiences by teachers will be "very good" or "excellent.", number of students that successfully complete the internship process will increase by 10 per year; number of job offers to students will increase by 5 per year; 100% of students indicating a two-year or four-year college aspiration on the EPIC survey will complete a college application in their senior year; 90% of students indicating a two-year or four-year college aspiration on the EPIC survey will be offered college admission in their senior year; enrollment in college and career readiness electives will increase by 20 students per year; 100% of students will have personalized learning plans on the Naviance platform; 90% of graduating seniors will have earned one or more workforce credential or early college credit; 100% of 10th graders will have completed one or more career interest activities; rates of required college remediation (math, language arts) will decrease by 5% per year; college persistence (year one to year two) will increase by 5% per year; 100% of student interns will complete the ACT WorkKeys assessment.

* Spending Reduction in the five-year fiscal forecast

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

☐ Yes
☐ No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed
innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

Is this project able to be replicated in other Districts? Y Our plan to implement our project in other districts in Ohio and nationally is informed by a scale-up model from community psychology by Adelman & Taylor. It identifies four phases: 1) creating readiness by enhancing a climate/culture for change; 2) initial implementation, whereby replication is carried out in stages using well-designed guidance and support mechanisms; 3) institutionalization, accomplished by ensuring there are mechanisms to maintain and enhance productive changes; and 4) ongoing evolution through use of mechanisms to improve quality and provide continuing support. We will be mindful as we move through each stage, as we expand our programming, and as we facilitate replication in other communities. At the end of fiscal year 2015, we will host a symposium and publish the proceedings. We anticipate the symposium will cover both the details of collaboration and shared services, and the development of problem-based curriculum and career exploration activities linked to local industry. Interested communities, schools, or agencies will attend workshops and establish relationships with consortium members and partners. These personal relationships can inform efforts of those who choose to replicate our project. With the assistance of our partners, we will document processes, policies, meeting notes, and reflections. We will include interim evaluations and summative evaluation of metrics (see Q # 9) but also documentation of collaboration. The current body of research of replication of educational programming indicates that funding is the primary reason replication efforts fail. As this project was developed to be sustainable without added costs, we will provide numerous examples of shared services between schools and community partners for other communities to consider and adapt. Our intention is to include additional local schools in the consortium before the end of 2020. We anticipate some costs to new members to offset the additional variable costs, and we expect that each new member will also add something of value - such as teachers with particular expertise, specialized coursework, or bring new partners to expand internship or externship opportunities for all. We have used this model in our internship start up, and in sharing of our local educational access tv station, and it has proven effective in these cases. As part of our documentation, we will include the start up, expansion, and sustainability funding details. Our goal is to create a guidance document, including policies and procedures, that gives other school districts an overview and templates to use in replication of our efforts. It is important that others who choose to replicate our model have a keen understanding of the strategies for enhancing a climate for change and an institutional culture in which all stakeholders continue to learn and evolve. Our processes and templates will be shared through our partners, CCSSO Innovative Learning Network, and upon request. We will share documentation of our policies, processes, reflections, and our templates with the Ohio Department of Education. In addition to the guidance document, we will develop and share a communication plan includes an integrated communications strategy using a combination of print, electronic, video, and social media communications. Districts interested in replication should be mindful of the planning time required. We estimate a full year of planning, budgeting, partnership development and consortium-building will be necessary prior to implementation. We will welcome visitors to our innovative center.

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

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

I Accept: Dr. David Estrop Superintendent Springfield City School District April 18, 2014
# Consortium Contacts

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<tr>
<td>Lloyd</td>
<td>Slonaker, Jr.</td>
<td>xxx</td>
<td><a href="mailto:Lloyd.slonaker@us.af.mil">Lloyd.slonaker@us.af.mil</a></td>
<td>Air Force Research Laboratory</td>
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<td>2200 S. Yellow</td>
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<tr>
<td>Name</td>
<td>Company</td>
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<td>Email</td>
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<tr>
<td>Dan McGregor</td>
<td>McGregor Metalworking</td>
<td>937.328.7667</td>
<td><a href="mailto:dan.mcgregor@mcgregormetal.com">dan.mcgregor@mcgregormetal.com</a></td>
<td>Springs Street, PO Box 1046, Springfield, Ohio, 45501</td>
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<tr>
<td>Jack Fisher</td>
<td>Ohio Farm Bureau</td>
<td>1-614-249-2400</td>
<td>xxxxxxxxxx</td>
<td>280 N. High Street 6th Floor, , Columbus, Ohio, 43215</td>
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<tr>
<td>Connie Yowell</td>
<td>MacArthur Foundation</td>
<td>312-726-8000</td>
<td><a href="mailto:cyowell@macfound.org">cyowell@macfound.org</a></td>
<td>140 S. Dearborn, , Chicago, Illinois, 60603</td>
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<tr>
<td>Jo Alice Blondin</td>
<td>Clark State Community College</td>
<td>937-328-6142</td>
<td><a href="mailto:blondinj@clarkstate.edu">blondinj@clarkstate.edu</a></td>
<td>570 E Leffel Ln, Springfield, OH, 45505-4749</td>
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<td>Stephanie Singer</td>
<td>Reed Elsevier, Inc/LexisNexis</td>
<td>937-865-8940</td>
<td>xxxxxxxxxx</td>
<td>9333 Springboro Pike, , Miamisburg, Ohio, 45342</td>
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## Implementation Team

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<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Delete Contact</th>
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<tbody>
<tr>
<td>Kim</td>
<td>Fish</td>
<td>Director of Special Projects and Communications, SCSD</td>
<td>Head and coordinate communications of the project. The lead liaison between consortium and partners.</td>
<td>BS with Honors, Cornell University; MBA, concentration in Management of New Technologies, Wharton at U. of Pennsylvania.</td>
<td>Experienced business leader, 20 years experience in management of new products and technologies at large and small firms, including start-ups. 7 years experience leading collaborative change in public schools. Managed successful turnaround of SCSD public perception, dramatically improved communications with all stakeholders, earned several School PR awards. Also Trustee of Springfield Foundation with experience in grant making, Park Commissioner with oversight experience in public sectors. Coordinates all activities, partners, guide development of organizational structure and processes. Support fiscal and facilities managers.</td>
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<tr>
<td>Rick</td>
<td>Smith</td>
<td>Superintendent CTC</td>
<td>Coordination and leadership of the district as a member of the consortium.</td>
<td>Mr. Smith obtained his Bachelor of Science degree in Social Studies from Mankato (MN) State University. He also holds a Master of Arts degree in Youth Development from Concordia (St. Paul, MN) University. He completed his course work for principal licensure at the University of Findlay and his superintendent licensure work through Ashland University. He enjoys working with parents/guardians, business partners, and partner schools to provide a positive educational experience for the students of Springfield-Clark CTC and Clark County.</td>
<td>With Chamber of Commerce, organized first county wide career exploration fair for MS students in 2014. Mr. Smith was named Superintendent of the CTC May 15, 2012. Prior to that time he served as Interim Superintendent for two and a half months and Executive Director since July 2010. He has been in career technical education since 2001 and has served as an administrator at Tri-Rivers Career Center in Marion, Ohio and at Tolles Career and Technical Center in Plain City, Ohio. Mr. Smith and his staff hosted Bill Daggett on their campus for a day long staff in-service on the Rigor/Relevance framework back in 2011 and have been a &quot;Model School&quot; since 2010 and a &quot;High School That Works&quot; site since 2005. The CTC has also been a 1 to 1 school for seven years.</td>
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<td>David</td>
<td>Estrop</td>
<td>Superintendent</td>
<td>Communicate with all consortium members and provide leadership and oversight of the project goals and outcomes.</td>
<td>BS in History from Western Illinois College of Education, University of Illinois MA in Political Studies, Ph.D Southern Illinois University College of Education, Education Administration.</td>
<td>35+ years experience in education and has worked on numerous federal grant programs and has been involved with new construction as well as renovations projects. Has successfully provided leadership for large reform</td>
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<td>Name</td>
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<td>Responsibilities</td>
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<tr>
<td>Larry</td>
<td>Supervisor of Maintenance</td>
<td>Manage, design, build process for renovation of facilities; manage ongoing maintenance and operations.</td>
<td>CPA with 29 years experience in governmental agency accounting. Responsible for $115 budget, including state and federal grants in excess of $12 million in FY2013. Led SCSD to Ohio Auditor of State's Award with Distinction for audit without any comments or findings; 2010 - 2013 SCSD recognized for Outstanding Popular Annual Financial Report (PAFR) and Comprehensive Annual Financial Report (CAFR) by the Government Finance Officers Association of the United States and Canada and the International Association of School Business Officials.</td>
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<tr>
<td>Dona</td>
<td>Director Academic Services</td>
<td>Manage the grants in the CCIP. Complete all needed budget and program revisions. Work with Implementation team to complete and monitor all activities of the grant. File all required evaluation of the grant activities. Work with treasurer to set up all budget codes. Monitor all expenditures. Provide leadership for all written curriculum development.</td>
<td>BS in Elementary Education from Ohio University MA in Economics from Ohio University Administration course work and certification from University of Dayton Extensive training in school Improvement planning, data utilization, curriculum development. 46 years in education. 40+ as administrator of state and federal grants Worked the past 8 years for Springfield City as the Director of Curriculum and Grants. Past state president of OAASFEP Was a regional school improvement specialist for ODE for 8 years.</td>
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<td>Dale</td>
<td>Treasurer</td>
<td>Will be responsible for all financial oversight including all procurement procedures for the project. He will be the lead person for communicating with the consortium members on any financial issues.</td>
<td>BA Urbana University. Degree in Accounting and Management. Licensed CPA. 29 years experience in governmental agency accounting, responsible for $115 budget, including state and federal grants in excess of $12 million in FY2013. Led SCSD to Ohio Auditor of State's Award with Distinction for audit without any comments or findings; 2010 - 2013 SCSD recognized for Outstanding Popular Annual Financial Report (PAFR) and Comprehensive Annual Financial Report (CAFR) by the Government Finance Officers Association of the United States and Canada and the International Association of School Business Officials.</td>
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<td>Stacy</td>
<td>Director of Technology SCSD</td>
<td>Coordinating the technology infrastructure for the building renovations.</td>
<td>BS in Technical Applied Management  US Air Force Journeyman Electronic Computer Switching Specialist 4 years; Corporate Certifications from IBM, HP, Apple, COMPAQ and others. 17 years of Technology Management in public education; At SCSD complete network redesign for 16 school-building district (LAN and WAN); manage Federal E-rate program (Priority 1 and 2), managed initiatives throughout his career.</td>
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<td>Name</td>
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<tr>
<td>Josh Jennings</td>
<td>Superintendent</td>
<td>Coordination and leadership of the district as a member of the consortium. Administrative license, MA in Workforce Development, BA College of Food, Agriculture, and Environment Science, Associate Degree Applied Science. Lead Career Tech, Academic, Special Ed, and Support Staff, revised all career tech courses of study, work closely with Tech Prep Consultant at Clark State and Greater Northwest Ohio Consortium, Act as Liaison for College in tech Classroom/Dual Enrollment with Clark State, participate yearly in OSU round table discussions on Career Tech Education by giving both perspectives in Ag Ed and Career Technical Administration.</td>
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<tr>
<td>Kathy Richison</td>
<td>Teacher/Union President</td>
<td>Communicate with the teachers union and get feedback and provide input into the implementation of the project and troubleshoot any contractual issues. M.Ed, 31 years teaching social studies and special education. Member of District Leadership Team five years, Union President of SEA for 6 years, has been an important contributor of the success of the implementation of RttT grant of the District.</td>
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<tr>
<td>Rick Butler</td>
<td>Consultant</td>
<td>Data Manager for the Project. M.Ed Curriculum &amp; Instruction, Administrative license, Central Office Administrator, Teacher Association Representative. 35 years in Public Education, 6 years has led College &amp; Career Readiness projects for SCSD including EPIC, serves as a consultant for data analysis and strategic planner.</td>
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<tr>
<td>Kristine Chadwick</td>
<td>Executive Director</td>
<td>Build a strategic alliance with our consortium to expand EPIC services to all members. Ph.D, Experimental Psychology, University of Rhode Island, M.A. Experimental Psychology, University of Rhode Island, B.A. in Psychology, San Diego State University. Maintains a strategic and financially sustainable course for the EPIC organization. Extensive experience in strategic planning and implementation, as well as elucidation program theories of change and theories of action.</td>
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<td>Kemi Jona</td>
<td>Director</td>
<td>Lead curriculum and instruction and work with teachers with development of FUSE modules. Ph.D in Computer Science from Northwestern University, BS in Computer Science and Psychology from the University of Wisconsin-Madison. Leads research and development projects in STEM curriculum design, cyber learning, online and blended learning models, and web-based patient education and outreach.</td>
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<td>Brian Gibson</td>
<td>Battelle For Kids</td>
<td>Work Stream 1 Communications; Work Stream 2 Performance Management; Work Stream 3 Professional Learning. Graduate work completed at The Ohio State University. Two master's degrees in Higher Education and Student Affairs and Human Resource Management. Business development and strategy specialist; BFK Human Capital team; experiences in projects with districts across the country.</td>
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<tr>
<td>Gregg Morris</td>
<td>Superintendent Clark-Shawnee</td>
<td>Coordination and leadership of the district as a member of the consortium. MA from Xavier, Superintendent's license, Bowling Green, BS-English, Mellon. 37+ years in education, 33 years experience as a superintendent, Buckeye Association of School Administrators Superintendent.</td>
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<tr>
<td>Karen Elder</td>
<td>Curriculum Coordinator K-12</td>
<td>Lead for PBL and curriculum development and professional development.</td>
<td>B.A. Education, Wright State University, M.Ed. University of Dayton, Reading Endorsement K-12, Administration, Antioch McGregor, Superintendent, expected May 2014, University of Dayton.</td>
<td>Leadership role in SCSD written, taught, and assessed curriculum committees, technology committee, and technology standards committee chartered under Race to the Top. Four years experience in creating professional development plan for SCSD. Leadership role with teams of teachers' choosing resources aligned to Common Core and State Standards in K-12 ELA, Math, Science, and Social Studies.</td>
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