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Adjusted Allocation: 0.00

Remaining: -10,394,780.00
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<th>A) APPLICANT INFORMATION - General Information</th>
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<tr>
<td><strong>1. Project Title:</strong> Growing our Future</td>
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**2. Executive summary:** Please limit your responses to no more than three sentences.

Growing our Future seeks not only to draw public attention to the importance of agriculture within Ohio's economy but also provide an educational solution to filling the workforce development pipeline in support of this industry through increasing student interest in and preparation for careers in the Agrisciences. We will utilize an integrated academic experience to introduce elementary students to science and engineering. Middle school students will experience career exploration, gain basic and broad career awareness, and high school students will be challenged with 21st century career skills and career readiness through educational opportunities in Agriscience.

*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.*

| 9462 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 |

<table>
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<th>5. Lead applicant primary contact: - Provide the following information:</th>
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<tr>
<td>First Name, last Name of contact for lead applicant</td>
</tr>
<tr>
<td>Mike McDaniel</td>
</tr>
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Organizational name of lead applicant
ASHLAND COUNTY WEST HOLMES JVSD

Address of lead applicant
1783 State Route 60, Ashland, OH 44805

Phone Number of lead applicant
419-289-3313

Email Address of lead applicant
awhj_mcdanie@tccsa.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 |


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

Today's kindergarten class will graduate from college in 2030. Will they be prepared for the jobs, technology, and demands of feeding 9 billion people by 2050 with the same number of arable acres? The 2013 Foresite Study on Emerging Technologies completed by Policy Horizons Canada indicates an acceleration in the rate of change in science and technology. There is a need for new skills and the ability to embrace change rapidly as technologies improve. What technologies will be implemented tomorrow and how do we prepare the youth of today for the challenges of tomorrow? Ohio's STEM agricultural curriculum is a perfect launching pad for the expansion of students' educational and career opportunities. If you attend any state or national agricultural industry updates, you quickly realize that new STEM related technology advancements are often applied early in agricultural settings. Consider what's new in electronics, genetics, energy, robotics, or logistics, and it's probably already been applied (after the military) in agriculture. Since our agricultural industries account for 1 in 7 jobs in Ohio it is imperative to draw public attention to the importance of agriculture within Ohio's economy, and also provide an educational solution to filling the workforce development pipeline in support of this industry and allied industries. We can meet this demand by increasing student interest in and preparation for STEM based careers. Our challenge is to transform the educational process beyond the bell, by trading seat time with experiential learning, weaving a strong STEM based education, core classes and real-life applications with collaborative connections between students, industry and community, strengthening reasoning and critical thinking skills, teaching students to research and communicate findings, keeping students engaged, and preparing teachers to provide a better pathway to the rapidly changing knowledge and skills needed for 21st century careers.

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

Information will be collected for agricultural and natural resource industries using a geographic information system (GIS), allowing us to identify and analyze data for industries within a 50-mile radius of the schools, and pinpoint industry specific businesses in our area in need of a skilled workforce. Identified companies will be contacted to determine future hiring needs and interest in forming partnerships with our schools.

Industry partners will help introduce students to skill sets necessary in business, career options they may not be aware exist, and the importance of soft skill development. They can bring actual problems with unpredictable solutions to the table for students to explore, address and solve. Their involvement will teach authentic, problem-based 21st century skills.

We propose to change the nature of the classroom by sharpening students' problem-based learning skills and enriching the teacher experience through mentorship by an industry leader. We will also support the development of industry and school partnerships that will make learning more purposeful. Finally, students and teachers will benefit from shared services through mobile units. Teachers will attend numerous "train the trainer" sessions focusing on STEM, problem solving, technology, innovative transformation processes, emergent learning, creativity, change, futuring, gamification and outcomes-based learning through programs such as the Museum of Boston, Engineering is Elementary, PBL Resource, NWO Symposium, Ohio Science Institute SECO, ETec Building Capacity for Innovation, COSI, and Battelle Institute Connect for Success, and industry and technology specific conferences such as South by Southwest EDU, Commodity Classic and the Farm Science Review. They will then return to their schools to train fellow faculty members. Global experts will participate in sessions that stimulate the thought process and introduce tomorrow's big ideas today.

Elementary schools will introduce engineering and stronger STEM programs through innovative, hands-on learning activities. Middle schools will have improved STEM programs and focus on basic and broad career awareness grade level. Career exploration, identification of basic skill aptitudes and interests will occur at the 9th/10th grade levels. Mobile units will be focused around Career Clusters for career awareness and exploration, and will also include wide ranges of modules in engineering, biology, chemistry and other sciences.

New STEM curriculum and learning modules will be developed for use at various grade levels to include career videos, video industry field trips and lessons with challenges, learning assessments, and integration of specific career-related skills using hands-on labs, tools and out of classroom experiences. High school science labs will be updated to comply with the needs of the enhanced curriculum and modules.

A college internship program will be developed in cooperation with higher education partners to introduce pre-service teachers to our program. They will be trained to assist teachers in the mobile units and collaborate on innovative ideas to expand upon what is learned in the lab and develop real-world applications of these new concepts. Global and industry experts will be introduced to keep us abreast of changes in technology and industry. The importance of building connections and networks will be addressed, empowering interaction, and expanding student experiences and knowledge. Badging will be incorporated into the program for the implementation of a student-centered portfolio. We will develop badges that represent specific achievements, based on industry standard competencies. Post-secondary/Dual enrollment programs will be enhanced at all schools to comply with the new ODE program College Credit. Renovations will be made at the career center to accommodate additional virtual training equipment and to increase capacity as more career pathways are developed.

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,
We will establish a plan for the strategic implementation of improved STEM courses at all schools, with an emphasis on career awareness, advising and innovation. STEM courses will be improved by the introduction of engineering literacy at the grade school level. We will focus on basic and broad career awareness at the middle school level and introduce the importance of pathways to higher education and career readiness. High School courses will include identification of basic skills and aptitudes, more in depth career awareness and more focused pathways. Students will have multiple opportunities to explore careers using learning modules, mobile units, partnerships with local industry and videoconferencing technology to connect with science, industry and technology experts worldwide. Measurements will include students choosing to take science courses, increased awareness of STEM careers, student GPAs, and student scores on pre- and post-tests for STEM concepts that were introduced through the project. The implementation of badging will enable us to use credentialing as a measurement of student success.

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.)

Currently, the schools we serve must bear the cost of all capital improvements, professional development for educators, and classroom resources for students. This project will reduce spending within the served schools by updating current high school science labs, improving the broadband capacity of schools, and purchasing classroom equipment with grant funds. Furthermore, the extensive train-the-trainer program we have planned will help reduce the costs of educator professional development. The curriculum modules will contain all of the resources the students will need to participate in the mobile labs, cutting down on the need for additional textbooks and classroom resources. Students and teachers will have access to resources through Ohio Soybean Council's website GrowNextGen.org, a centralized location where educators can access lesson plans and classroom resources to help integrate real-world agriculture applications into their science curriculum. Materials can be housed on this site. Students can post information and materials relating to experiments they are conducting. Media housing costs and software licensing fees will be eliminated, making materials available to teachers at any time, anywhere. Teachers will be able to participate in industry-sponsored workshops in which participants will see demonstration plots, talk to experts in agronomy, water quality and biotechnology and practice lab skills in soil, water and plant science. All expenses are covered by these organizations.

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.)

Personnel: We are making a significant investment in our personnel through this grant project. We will participate in many different training venues and programs ranging from problem-based learning, gamification, and futuring to introducing elementary students to engineering. Teachers will also attend industry events to expand their knowledge of current and future trends. Teachers who attend training events will then participate in our planned professional development to take a leadership role in bringing this important information and training to all of our teachers. Our management team will continue to implement developmental coaching practices among all teachers and ensure that the knowledge that has been gained through this extensive learning will continue to be used and expanded upon in the classroom. Curriculum modules will be online for easy access by all teachers in all buildings. Teachers will be trained to write problem-based curriculum and be able to create additional modules for future inclusion in the program. Teachers from all schools will participate in cross training of all teachers in all schools. This will allow us to have personnel with a variety of specialties in each district, available to mentor other teachers in their buildings, as well as other buildings and districts participating in the consortium. This will provide a variety of services to assist our long-term professional development plan. Course Offerings: Existing programs will be enhanced through the use of modules, educational videos, mobile lab units, virtual trainers, and a beyond-the-ball concept in classroom behavior. By using online curriculum our students will have the ability to "grow" their educational opportunities. This will also expand our ability to make curriculum changes as technologies change, instead of when new textbook or software updates are available.

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)
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.

10,394,780.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Each of the five school districts will receive $100,000 to improve existing science/vocational agriculture labs. This will prepare the schools for the enhanced curriculum. They will each also receive $125,000 for upgrades to school bandwidth/capacity for technologies, and an additional $200,000 to purchase computers and/or other technology. These will all include five year service/maintenance contracts. The schools will also receive funds for the days that they will need to provide substitutes while teachers from their schools will be attending professional development programs, plus 20% for benefits and taxes. The following total amounts, including the amounts detailed above have been budgeted to individual schools: Ashland City Schools $431,960; Hillsdale $432,200; Loudonville/Perrysburg $431,480; Mapleton $431,000; and West Holmes $432,920. Ashland County West Holmes Career Center will receive $250,000 to make revisions to existing rooms to accommodate for enhanced programs. $55,000 has been budgeted to purchase a virtual welder, and $125,000 for upgrades to bandwidth/capacity for increased technologies. All will include five-year service/maintenance contracts. All service contracts will be for a five-year period - project management $967,250 will include coordination of all parts of the project, overseeing the budget, observation of day to day progress and challenges, development of a management framework, ongoing communications, convene regular team meetings, and grant project report requirements. Technical, futuring and content consultation which will keep us abreast of technology and innovation totaling $203,450; GIS mapping and data services for detailed information regarding local industry within 50 miles of the schools for partnership and mentor development $25,000; curriculum development/professional development, to include modules to be designed with industry and educator collaboration to include career videos and video field trips to various industry partner sites, background challenges and assessments $903,000; an evaluation of the project metrics to include processes, outcomes and impacts $135,100, and a five-year contract to provide assimilation of information, marketing services, social media, earned media, radio, broadcast, print media production and buy, microsite creation and five year maintenance totaling $750,520 to keep the community informed and involved as we make these important improvements to our schools. New York Academy of Science, professional consulting, and costs for developing mentoring program, and updating the college credit + program for utilization, plus travel expenses for 3 site visits $15,000.

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.

Yes, there will be a need to purchase biofuel for the generators for the mobile units. We have designed the mobile units with solar panels and LED lighting to assist with sustainability. There may be times when the biofuel-powered generators are necessary. We have received fuel estimates from the supplier, and estimate that our fuel costs per year will be $700.00. We have adjusted this amount to for inflation by 2% in year 3, to $714, and 2% again in year 5 to $730.00. Umbrella insurance coverage on the units for the next five years has been quoted at $2,850 per year. The additional costs will be offset by savings generated from a decrease in supplies of metals and welding rods that will not be needed as a result of purchasing the virtual welding machine. The virtual machines have the ability to monitor current savings in supplies and materials. It has estimated a $25,000 per year savings. These numbers have been adjusted by 2% for inflation in year 3 ($25,500) and again in year 5 ($26,101). This will create a savings for the last year of the grant of ($22,430). This will be a good source of data for tracking time required for certification and badging implementation. There will be no costs to maintain or sustain the overall program due to 5 year warranty and maintenance agreements which will be included as part of the purchase contract for the mobile units. There will also be five-year warranty and maintenance agreements included in the purchase of equipment, to include equipment in the mobile units, and virtual trainers. Five-year service agreements are included in the contracts with the purchase of computers, servers, and technical upgrades to
individual schools. All services contracts will be issued for a five year period of time, as well. Software license agreements will not be needed as GrowNextGen and other sources planned are web-based and will not require a fee from any of the schools. The implementation of the train-the-trainer and coaching programs will allow the schools to create a professional development program that is both sustainable, but also will not add any costs to the schools budgets. Partnerships with the Ohio Soybean Council and the Ohio Corn and Wheat Grower’s Association will allow teachers to participate in the professional development programs sponsored by each cost free.

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 sustainability costs relative to the project budget.

25,000.00 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 why (i.e. maintenance plan included in purchase price of equipment) in the box below.

The virtual trainer at the career center eliminates costly supply purchases resulting in extensive cost savings. The adult education welding instructor at the career center estimates that one student earning three welding credentials would cost between $2,700 and $3,000 and probably take between one and two years using traditional methods to complete. Virtual trainers provide the same experience at a cost of about $975 with the ability to earn the same credentials in weeks rather than years. In checking the on-board computerized summary of “virtual” materials used, it was determined that the annual savings for the center would be $25,000 per year. These numbers have been adjusted in our budget by 2% for inflation in year 3 ($25,500) and again in year 5 ($26,101). This will create a savings for the last year of the grant of ($22,430). Our train-the-trainer program will allow savings in professional development costs per year. We have estimated this low at $1,000 per year for each school as current budgets do not permit much higher costs for professional development. We are making a large investment in the grant year by training our teachers to share the kind of innovative, informative, cutting edge teaching skills that we would not be able to afford without this grant. We will save on purchasing textbooks, curriculum and supplies, as well as capacity needs because the modules will be housed online at grownextgen.com, and technology will be utilized to decrease the need for textbooks and paper in the classroom. The mobile education units will be taken to the students. No transportation costs will be incurred. Our partner Town and Country Cooperative has agreed to provide a truck and licensed and insured driver to deliver the units to the individual schools pertaining to the schedule that will be maintained by existing personnel at the Ashland County - West Holmes Career Center. There will be significant savings by sharing the mobile units in comparison to what it would have cost to build a lab in each school. It eliminates the need for adding or renovating classroom space to house state of the art STEM based labs. We are showing no changes for this item on the budget, as they were not budgeted items. We believe that this will be the beginning of many more dual purchases in the future.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

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.

Training modules housed on the GrowNextGen.org website provide educators with strong STEM-related classroom curriculum and aids and...
access to engaged industry partners. The GrowNextGen concept provides for continuous updating of curriculum, making it possible to update modules as science and technologies change in the future. These changes are made by GrowNextGen partner teachers, which will include some of our trained consortium member teachers, thus resulting in improvements without additional cost. GrowNextGen.org, is a centralized location where our modules will be housed, Teachers will be invited to attend Ohio Soybean Council and Ohio Corn and Wheat Growers Association continuing education workshops at no cost, and they will receive state-of-the-art training and support as a result of attending the programs. This benefit will be available to teachers beyond the life of the grant. Through attendance at various industry events, workshops and conferences, relationships will be formed between teachers and industry experts. This will result in a plethora of industry related educational and partnership opportunities, as well as the ability to stay abreast of industry standards, changes in technology and future employment requirements. Teachers will reap the benefits of this access to industry experts for years after the grant concludes. The GIS information we gather will assure that the pathways we choose are relevant for our community as well as the future of technology and industry. Our contract will allow for real-time online access to all data for five years, at which time we will review and determine future needs.

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.

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 July 2014 - June 30, 2015

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

Representatives of each member and partners, under the direction of Dave Baldwin, will assemble at ACWHCC to begin the development of the project management framework. Tasks and specifications for each goal outlined in the project proposal and scope will be established. Working groups will be formed and the management team will be provided with a list of staff recommendations for various teams. Timelines and meeting schedules will be completed. Project budget items will be confirmed. Contracts will be initiated as directed by school policies and ODE regulations and signed by service providers. The team will begin gathering information from each building participating. Several tasks will be accomplished during these regularly scheduled meetings including: determining the content needs of mobile units, determining the modules needed, content for industry videos and who will be attending which PD session. A calendar of training dates and personnel will be established to confirm that all schools and needs will be addressed through the training process. Evaluation activities include development and approval of data collection and measurement plan, coordination, meetings with grant personnel, and development of instruments.

* Anticipated barriers to successful completion of the planning phase

Time will be our biggest obstacle. There are many aspects to this project and a large number of people working toward a common goal. After each meeting an action report will be submitted to all attendees so that everyone knows their responsibility as a tool for the management team to maintain a working schedule with many moving parts that are crucial for the successful completion of the project. Parents may be resistant to changes and students may be uninterested. We have included a marketing and information plan that will assure information is shared with district residents and students to include print, broadcast and earned media, and links to web microsites. We intend to keep everyone informed of the program improvements.

18. Implementation - Process to achieve project goals

* Date Range June 2014 - August 2015

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

The team will order mobile units, review curriculum, plan modules, begin career and industry field trip videos, finalize the marketing plan and begin implementation to include upgrades on school labs and broadband capacity. Teachers will attend the various PD programs, tours and conferences. Training will begin to prepare teachers to use the modules and mobile units. Benchmarks will include the number of mobile units and modules, videos completed, media monitoring and teachers trained. Evaluation activities will include coordination of the evaluation plan, accounting of those served by school labs prior to upgrades, surveys of teachers after events, surveys of teachers educated secondarily, and review of deliverables developed.

* Anticipated barriers to successful completion of the implementation phase.

Challenges will include budget and timeline limitations. We have chosen David Baldwin due to his extensive project management experience to assist with this challenge. We may also have teachers who are resistant to change. We will include both teaching and coaching methods to implement and assure that we utilize knowing-doing consistently because old habits are hard to break. This will help ensure that our
aspirations continue to grow and new goals are defined and met long after the grant timeline has expired. Involving college students majoring in education will help transition those pre-service level individuals from student to educator. It will also serve to foster a collaboration that allows students to connect to someone closer to their age that understands today’s challenges and the importance of choosing pathways at the lower grade levels that will result in better preparation for college and/or future career choices.

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

* Date Range August 2014 - May 2019

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

The evaluation will be conducted by Melinda Findley Lloyd, Ed.D. 1659 Adena Pointe Drive, Marysville, OH 43040, Phone 317-289-4252. All evaluation instruments will be submitted to the grant management team for review and approval. This plan is well-rounded, including an evaluation of processes, outcomes and impact. The plan is unique in that it incorporates both qualitative (observation, telephone and face-to-face interviews, focus groups and reflection activities) and quantitative (document collection, surveys and participation audits) research methods. Activities for evaluation include development of instruments, coordination of the plan/meetings with grant team, STEM pre-/post-tests for students, surveys of teachers after events, annual phone interviews with teachers and industry, surveys of teachers educated secondarily, surveys and interviews with college interns, student focus groups, review of documents/deliverables developed, review of annual reports from grant program personnel, annual phone interviews with program personnel, annual reports comparing all data to previous years' data, and a final report. We plan to incorporate evaluation early in the project, and continue throughout to give us the opportunity to share a wide variety of important information with those schools that choose to implement our plan in the future.

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

The results will be monitored for drop out rates, the number of students choosing career pathways; student awareness of STEM-related careers; student pre- and post-test scores on STEM-related coursework; student selection of science courses; changes in the ways educators teach and the way they view STEM-related coursework; ways in which educator/industry partnerships impacted the schools and classrooms; industry perception of availability of future employees; the number of students who have completed the programs in the mobile unit; badges that were earned; perceptions of badges; and the number of students graduating.

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:

This project will revolutionize the way information is communicated to students. Students will be exposed to real-world examples of the challenges to science and technology and the rapid change that is persistent in those sectors. Problem-based learning will be integrated into curriculum in a manner where the students will collaborate with industry through hands-on learning and beyond-the-bell practices to witness challenges and work as a team to provide real-world solutions. We will teach Common Core standards, career skills and awareness using virtual trainers, gamification, futuring, entrepreneurship, and a variety of other hands-on methods to help students retain knowledge, embrace change and improve efficiencies. Our technical, futuring and content consultant Aquarian Technology Systems, will provide pertinent and relevant information regarding the current state and future of agriculture and agriculture education to include trends, forecasts and weak signals for the industry with expert interpretations of the implications for a future workforce and required competencies. Connections will be established to global, national and regional agriculture and agriculture education networks (associations, government entities, NGO’s, businesses) on behalf of the team and participants (including students). We will establish a youth "Exploring and Anticipating the Future" element within the project curriculum as preparation for successful integration into the future workforce in agriculture, and act as a consultant resource to the project team members and students interested in futuring in agriculture and the development of personal and professional networks in agriculture and the exploration of the future. The schools will work closely with local industry to assist with their future employment needs by including core courses in curriculum and badging opportunities that will help provide a well-educated, qualified employee pool. Organizational changes will occur as a result of a variety of shared resources. This will help form collaborative relationships among school districts that expand each schools capabilities and available resources. Shared resources also means shared learning. Schools will also share best practices. Different teachers will use the curriculum and modules in different ways. Teachers will have the ability to share how they utilize the modules in their classrooms through the consortium meetings, GrowNextGen.org website, where they can also collaborate with other teachers throughout the state, and pre-service teachers will be better prepared for the adjustment from student to full time teacher. This project is designed to be fluid, to grow and change as quickly as the technologies it seeks to prepare its students for. The schools, teachers, students and industry contacts, using these modules will be the catalyst that participants use to keep abreast of rapidly changing science and technology. Career exploration will begin much earlier in school so that older students can pursue pathways with a concentration on those courses that are most relevant to their future needs. Badges will be incorporated into our programs. Our badges will indicate specific competencies and add value to student portfolios.

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.

Our consortium members are using E-learning portals where all students may work remotely or participate from school facilities. They are using Everyday Math, Literacy by Design, Fundations, Race to the Top, Project Lead the Way and Formative Instructional Practices. Member schools have been recognized by the Ohio Department of Education as Excellent Schools with Distinction, and others have received the Ohio School of Promise Award. We are offering post-secondary educational options. We have a solid basis to build upon with this project. Student Jessica Berry, a junior from Loudonville High School who is participating in the ACWHCC Engineering and Design Technologies program, was introduced to welding as a part of the program. The career center utilizes a welding simulator as a cost and time saving tool. The welding instructor saw that Jessica possessed natural talent when her class spent a day at the welding simulator as part of their program. The instructor offered to help Jessica obtain her welding certification. After a few hours of instruction, she took the test. Verification of the quality of Jessica’s welds were confirmed by Total Quality Testing, Inc. in Cleveland and Jessica has earned her Operator’s Certificate and Welder Qualification Records Card in Tungsten Inert Gas (TIG) welding. This skill will help her to better understand the manufacturing process as she continues her education and her career in engineering. ACWHCC is now on their fourth student earning welding certifications through this hands-on, integrated learning approach. This has demonstrated that by using this educational approach our students can exceed expectations and achieve a higher level of learning more rapidly. This is the type of learning and credentialing opportunities that will be implemented through this grant program.

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, timelines and data requirements for the final analysis of the project’s progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

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

The evaluation will be conducted by Melinda Findley Lloyd, Ed.D. All evaluation instruments will be submitted to the grant management team for review and approval. This evaluation plan is well-rounded, including an evaluation of the project processes, as well as an evaluation of the project outcomes and the project impact. The evaluation plan is unique in that it incorporates both qualitative and quantitative research methods. Qualitative methods include observation, telephone interviews, face-to-face interviews, focus groups and reflection activities. Quantitative methods include document collection, surveys and participation audits.

* 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).

Year 1: June 2014-May 2015 Activities: Development of detailed data collection and measurement plan, coordination of the evaluation plan/meetings with grant program personnel, development of instruments, surveys of teachers after events, annual phone interviews with teachers, review of documents/deliverables developed, review of annual reports from grant program personnel, annual phone interviews with grant program personnel, annual report. Year 2-5: June 2015-May 2016 Activities: Development of instruments, coordination of the evaluation plan/meetings with grant program personnel, STEM pre-/post-tests for students, surveys of teachers after events, annual phone interviews with teachers, surveys of teachers educated secondarily, annual phone interview with industry, surveys and interviews with college interns, focus groups with students, review of documents/deliverables developed, review of annual reports from grant program personnel, annual phone interviews with grant program personnel, comparison of all data to previous year’s data, annual report, final report in year 5.

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

The results will be monitored for drop out rates, the number of students choosing career pathways; student awareness of STEM-related careers; student pre- and post-test scores on STEM-related coursework; student selection of science courses; changes in the ways educators teach and the way they view STEM-related coursework; ways in which educator/industry partnerships impacted the schools and classrooms; industry perception of availability of future employees; the number of students who have completed the programs in the mobile unit; badges that were earned; student, teacher and industry perceptions of badges; and the number of students graduating.

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.

By introducing students to career options, skills and goals at an earlier age, and integrating futuring, new technologies and new skills sets into the curriculum our project will help to show them a systematic pathway to meeting their goals. We will measure student achievement in quantifiable numbers such as the number of students choosing career pathways, student awareness of STEM-related careers, student pre- and post-test scores on STEM-related coursework, student selection of science courses, educator/industry partnership impacts, percentages of students graduating, and those graduating with post-secondary credits or degrees, and credentialed education and/or industry certificates and badges that will round out portfolios and produce more qualified college bound students or employees. We will see increases in graduation and decreases in drop out rates through our student led learning, offering those students who do not see college as an option in their future an affordable education by using post-secondary programs, the career center, certification and badging as opportunities to decrease the cost of a college education. Employment skills and credentials can be obtained while in high school to provide those who choose not to attend college the qualifications necessary for 21st century jobs, and provide quantifiable skills as portfolio enhancements to those who do. Our curriculum and methods will allow students to embrace self-directed learning, entrepreneurialism, and the ability to flourish amidst rapid change in science and technologies. We will use technical, futuring and content consultation services for trends,
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

Student Achievement benchmarks will include Engineering and STEM programs thriving, and pathways better defined by students at an earlier age. Curriculum will be significantly improved with students learning about technology and innovative ideas that we can only dream about today. Badging will be implemented and evolving into the next level of skills and qualifications.

* Spending Reduction in the five-year fiscal forecast

Spending will continue to decrease as more teachers are trained to produce curriculum modules and they are shared among schools via available resources. Teachers will continue to benefit from professional development programs offered through the Ohio Soybean Council and Ohio Corn and Wheat Growers Association.

* Utilization of a greater share of resources in the classroom

Developontal coaching practices will be in place and curriculum modules will continue to be a valuable resource in the classroom, decreasing the replacement costs of textbooks. We will access GrowNextGen.org and other websites for curriculum and curriculum development ideas. Gamification and badging will be utilized as portfolio building tools that students and teachers can use to better define their skills. Benchmarks will include the number of industry partners and mentors for our schools. We will continue to cross train among schools to form a network of superior educators. The success of the mobile lab units will be a first step in developing collaborative programs across member schools. We will continue to evaluate based upon STEM test scores, and make the necessary adjustments in our programs to accommodate weaknesses and strengths. We will monitor educator / industry partnerships and how they have impacted our schools. Our goal is to see a continued decrease in drop-out rates and a significant increase in graduates with skills needed to succeed after graduation.

* Other Anticipated Outcomes

Time will be a significant barrier, as science and technologies continue to develop at a rapid pace, making it imperative that our program continues to evolve.

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

Not only is the program replicable, it is also easily customized. By using GIS technology, industries can be focused to any community or region. Our industry focus is agriculture because of the variety and quantity of agricultural related industries offering employment opportunities in our area. Time: It will take approximately one year to review the outcome of the GIS mapping information, pull together a team to review and determine the more prominent industries in the region which will be hiring in the future, their technology and skill requirements, form collaborations with industry partners, formulate a curriculum and teacher training program, and implement improvements to existing programs. However, innovative changes can occur much more quickly, by training teachers early in the process to train their peers. Effort: The mold of the program will be set as soon as the program is implemented; therefore, it will be an easy to follow, step-by-step plan to replicate. It will take a great deal of commitment and enthusiasm, but in the process there will be a rewarding outcome.

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).

Mike McDaniel Superintendent Ashland County West Holmes JVSD 419-289-3313
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<tr>
<td>Kris</td>
<td>Perone</td>
<td>330-674-3546</td>
<td><a href="mailto:whol_pipes@tccsa.net">whol_pipes@tccsa.net</a></td>
<td>West Holmes Local</td>
<td>047696</td>
<td>28 W Jackson St, Millersburg, OH, 44654-1302</td>
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<td>Rodney</td>
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<td>Mapleton Local</td>
<td>045831</td>
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<td>043505</td>
<td>PO Box 160, Ashland, OH, 44805-0160</td>
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## Partnerships

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<td>Todd</td>
<td>Tuckey</td>
<td>740-707-9029</td>
<td><a href="mailto:ttucky@heartlandgis.com">ttucky@heartlandgis.com</a></td>
<td>Heatland GIS</td>
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<td>485 US Rt. 42 N, Delaware, OH, 43015</td>
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<td>Carol</td>
<td>Warkentien</td>
<td>614-436-4171</td>
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<td>Education Projects &amp; Partnerships</td>
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<td>Aquarian Technology Systems</td>
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<td>1069 Lexington Ave., Mansfield, OH, 44907</td>
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<td>Tom</td>
<td>Fontana</td>
<td>614-476-9576</td>
<td><a href="mailto:tfontana@soyohio.org">tfontana@soyohio.org</a></td>
<td>Ohio Soybean Council</td>
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<td>918 Proprietors Rd., Suite A, Worthington, OH, 43085</td>
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<tr>
<td>Brad</td>
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<td>Ohio Wheat Growers Association</td>
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<td>59 Greif Parkway, Suite 101, Delaware, OH, 43015</td>
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<tr>
<td>Melinda</td>
<td>Lloyd</td>
<td>3172894252</td>
<td><a href="mailto:melindafin@gmail.com">melindafin@gmail.com</a></td>
<td>Education Projects &amp; Partnerships</td>
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<td>Brain Tree Business Development Center</td>
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<td>201 E 5th Street, Mansfield, OH, 44902</td>
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<tr>
<td>Al</td>
<td>Holdren</td>
<td>800-551-5081</td>
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<td>Town &amp; Country Co-op</td>
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<td>Carol</td>
<td>Warkentien</td>
<td>Founder</td>
<td>Carol will be responsible for leading the charge on curriculum development and will facilitate the continuing education programs for the teachers. She will serve as an education consultant and will help to manage the relationships and connections between the curriculum and Ohio agriculture.</td>
<td>She comes to the project with years of experience related to education and curriculum development related to agriculture and other topics areas. She has directed curriculum design projects from conception to professional development for several industry-related, non-profit organizations. Most recently she has served as the Director of education strategies for the Ohio Soybean Council. In the past, she has also served as the manager of the Ohio Bioproducts Innovation Center (OBIC) intern working on workforce development activities. Currently, she is a member of the Bioscience Consortium of Northeast Ohio representing agriculture commodity groups in Ohio for workforce development in the area of biotechnology and agriscience.</td>
<td>She has overseen the distribution of over 30,000 curriculum guides. She has designed and implemented programs, co-authored curriculum materials, and presented training workshops. She has produced videos to support agriscience curriculum in the classroom as well as implemented Bioscience and Bioproducts Student Tours to highlight agriscience at OSU and innovative work at Battelle.</td>
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<tr>
<td>Thomas</td>
<td>Fontana</td>
<td>Director of Ohio Soybean Council - New Use Development</td>
<td>Tom will serve as an industry consultant and will work to provide necessary resources for the implementation of the project.</td>
<td>As Director of New Use Development, Tom was responsible for project management of the following areas for the Council: production research; new use research and development; bioproducts outreach; and educational initiatives. Tom is currently the Director of Research and Education for the Ohio Soybean Council and has served in that position since 2013. Fontana focuses his efforts on managing and growing OSC’s production and environmental research.</td>
<td>With over 40 years of professional experience in sales, finance, project management and public relations Tom continues to be an important asset to the organization. He began his career as a program and budget analyst for the U.S. Army and as budget specialist for Battelle Memorial Institute. He later served as the director of franchise sales and development for Wendy's International, Inc in Dublin, Ohio. From 1989 to 1992, Tom was the general</td>
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<td>Tom</td>
<td>Project Manager</td>
<td>Projects, as well as education programs. He also serves as Director, Programs and Development for the Ohio Soybean Council Foundation. Tom received his B.A. from The Ohio State University, his M.B.A. from Xavier University. He then worked in the franchise food industry and owned his own printing/ad specialty business before joining the Ohio Soybean Council.</td>
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<td>Melinda</td>
<td>Communication &amp; Management Consultant</td>
<td>Dr. Lloyd will complete the summative evaluation for the project and will be highly involved making sure all parties involved meet project goals and milestones. A communication and management consultant who works with individuals and organizations to help them improve performance. She has 19 years of combined business, education, project evaluation and consulting experience. Melinda has provided full-service evaluation for several large grant projects for clients like SkillsUSA, the Ohio Soybean Council and the National Association of State Directors of Career Technical Education (NASDCE). Melinda’s training in both qualitative and quantitative research allows her to build metrics that measure the process, the outcomes and the impacts of projects. Melinda has published research in respected journals, and she has presented research at several professional conferences, including the National Communication Association Research Conference, the American Water Resources Association's Annual Conference and the National Association for Agricultural Educators Research Conference. She has also been an invited guest speaker at a large number of venues. Melinda has used her broad experience in the field of organizational development to serve a diverse array of clients in the non-profit, for-profit, education and federal sectors.</td>
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<td>Jeanne</td>
<td>Partner - Education Partnerships &amp; Projects</td>
<td>Jeanne will also be responsible for leading the charge on curriculum development and will facilitate the continuing education programs for the teachers. She will serve as an education consultant and will help to manage the relationships and connections between the curriculum and Ohio agriculture. She also brings years of experience from the education field. She has served as the Director of education strategies for the Ohio Soybean Council. She has also successfully built long-lasting partnerships with local business mentors. She is a representative for the agriculture industry serving with a team from the Ohio Department of Education, the Ohio Board of Regents, Hocking College and Career Tech programs to develop a Green focused Program of Study. Finally, she represents agriculture commodity groups as part of the Central Ohio Career and Workforce Development (COCWD) team, representing four school districts in Central Ohio.</td>
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<td>Brad Moffit</td>
<td>Director of Market Development &amp; Membership</td>
<td>Brad will assist in the development of content and framework for the project as well as help to keep schools informed of the professional development opportunities at the Ohio Corn and Wheat Growers Association.</td>
<td>He grew up on a grain and livestock farm in Champaign County Ohio. He holds degrees from Ohio State (B.S. In Ag. Ed. &amp; Animal Science) and the University of Dayton (M.Ed. Educational Administration). Mr. Moffitt is the Director of Market Development for the Ohio Corn and Wheat Growers Association. He taught high school agriculture for 10 years in Marion County and 3 years in Brown County before moving to school administration where he served as a high school principal and a district superintendent. He also served the Ohio Department of Education for 5 years as an area supervisor and educational consultant. Mr. Moffitt retired in 2012 from education and went back to his roots in the agriculture industry as the Director of Market Development for the Ohio Corn and Wheat Growers Association.</td>
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<td>Thomas Kluding</td>
<td>North Central Tech Prep Consortium Member</td>
<td>Thomas will help with the content development and planning and will lead the charge to insure that all of the curriculum and modules meet the standards for pathways to education areas at area colleges.</td>
<td>He comes to the project with several years of tech prep experience including serving as the Chief Administrator for the Central Region College Tech Prep from July 2011 until the present. He has served on the Ohio Department of Education team that developed the current Program of Study process. He has served on the planning committees for state level conferences and has led the development of Programs of Study and Articulation Agreements for all Career Technical Programs for the Central Region Tech Prep. He has also worked with several community and charter schools to create Programs of Study and Articulation Agreements for their Career Technical programs.</td>
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<td>David Baldwin</td>
<td>President</td>
<td>Project management for the entire project. Technical, futuring and content consultant; leading the development of the project management framework for the five-year life of the project including: establishment of project tasks and specifications for each goal outlined in the project proposal and scope, help to identify all project human resources engaged in the project and their linkage to project tasks, and guide the confirmation of the project budget and assignment of estimates, actual costs and limits with regard to all tasks and human resources. Maintain ongoing communication with all project team.</td>
<td>An emerging futurist specializing in community and organization transformation, the development of global networks and open systems for 21st Century change. His strength is the contemporary understanding of community, organization and technology systems, their interdependence and complexity. Mr. Baldwin has over thirty years of experience in management consulting and organizational leadership in both the public and private sector.</td>
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members, funding and administrative agents and project partners/outside entities with whom the project has ongoing business relationships. Convene, lead and facilitate project meetings (physical and virtual) as necessary to track status, make adjustments, and assure timely completion of tasks and the project as a whole and will seek to minimize disruptions and delays. Oversee and initiate project adjustments and modifications as necessary/required. Coordinate the preparation and submission of all necessary project reports and documentation required for the project. As the technical, futuring and content consultant, he will provide pertinent and relevant information regarding the current state and future of agriculture and agricultural education including: the trends, forecasts and weak signals for the industry with expert interpretations of the implications for a future workforce and required competencies. As a result, Mr. Baldwin will lead the establishment of connections to the global, national and regional agriculture and agricultural education network (associations, government entities, NGOs and businesses) on behalf of the project team and students involved. He will also establish a youth "Exploring and Anticipating the Future" element within the project curriculum as preparation for successful integration into the future workforce in agriculture. 

Michael McDaniel
Superintendent

He will be responsible for assisting the facilitation of the planning of the project as well as implementing the project and will supervise the day-to-day activities of the program. He will also be responsible for leading the charge amongst all of the schools and parties involved and advising the best course of action for implementing the project's activities for all of the schools.

He has served education in a variety of leadership roles and has been actively involved in the community serving in roles including past President of the Ohio Association of Career Technical Superintendents, the current chairman of the BioScience Consortium of Northeast Ohio, and is also the current Vocational and STRIVE Chairman of the Rotary Club of Ashland. Mr. McDaniel brings years of experience, and involvement in the community to this project.