## Budget

Lima City (044222) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (135)

### U.S.A.S. Fund #:
Plus/Minus Sheet (opens new window)

<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>251,230.59</td>
<td>502,100.00</td>
<td>0.00</td>
<td>753,330.59</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>72,760.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>72,760.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td></td>
<td>32,760.00</td>
<td>11,259.41</td>
<td>2,000.00</td>
<td>4,000.00</td>
<td>1,500.00</td>
<td>0.00</td>
<td>51,519.41</td>
</tr>
<tr>
<td>Prof Development</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>8,090.00</td>
<td>9,850.00</td>
<td>0.00</td>
<td>0.00</td>
<td>17,940.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2,000.00</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>9,524.70</td>
<td>1,875.30</td>
<td>0.00</td>
<td>1,050.00</td>
<td>90,000.00</td>
<td>0.00</td>
<td>102,450.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42,284.70</td>
<td>13,134.71</td>
<td>82,850.00</td>
<td>268,130.59</td>
<td>593,600.00</td>
<td>0.00</td>
<td>1,000,000.00</td>
</tr>
</tbody>
</table>

**Adjusted Allocation:** 0.00

**Remaining:** -1,000,000.00
**A) APPLICANT INFORMATION - General Information**

1. Project Title:
   Lima City Schools Workforce Development Program

2. Executive summary: Please limit your responses to no more than three sentences.
   Recognizing our responsibility to produce a skilled workforce for Allen County, the primary goal of the Lima City Schools Workforce Development Project is to provide workforce development opportunities for all students grades K-8 with a strong parent component. The school district and its partners will work with local industry to provide on-site, hands-on, project based experiences that expose all students to various skilled occupational positions throughout Allen County. The opportunities that will provide relevancy to real world work experiences will increase student achievement in all areas, including graduation rate.

   *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.*

3. Total Students Impacted:
   2750

   *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
   Jill Ackerman

   Organizational name of lead applicant
   Lima City Schools

   Address of lead applicant
   755 St. Johns Avenue Lima, Ohio 45804

   Phone Number of lead applicant
   (419) 996-3400

   Email Address of lead applicant
   jackerman@limicityschools.org

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

In the spring of 2013, twenty area Chief Executive Officers (CEOs) from various industries throughout Allen County gathered together through the coordinated efforts of the Allen Economic Group and the Lima City Schools to assess the current state of the workforce and identify specific worker characteristics that hinder success in the workplace. The CEOs also defined those skills that successful employees possess. Lack of motivation by the employee was the number one concern that the CEOs had. The data collection from that activity is indicative of the need to begin a focus and awareness on work force at a young age. There is a shortage of skilled labor in Allen County. Although the Allen County unemployment rate hovers near 8 percent, Allen County companies struggle with filling skilled labor positions. Companies have to import skilled employees in to vacant jobs. The proposed Workforce Development Project was created in collaboration between the Lima City Schools, Allen Economic Development Group, the City of Lima, the Lima Community Foundation and WSOS. It is the intent of this project to bring awareness of workforce opportunities in Allen County to our students and families beginning in kindergarten and continuing yearly through middle school. Students will be exposed to work force development while, at the same time, they will be prepared and equipped with enough knowledge about workforce opportunities in Allen County to make an informed decision when choosing a Career Pathway when they enter ninth grade. This project will also have the capacity to enhance our Career Technical Program offered at Lima Senior High School. This project will also offer a training component to interested parents of the students involved in the project. Parents who choose to participate will have the opportunity to be exposed to the various labor opportunities within Allen County, receive training in the areas of resume development and interview skills.

The proposed innovative project is a multi-faceted component of workforce development. All students in grades K-8 will participate in an on-site field career experience based upon the following structure: K-2: Feeding Our Community - Agriculture and Food 3-4: Caring for Our Community - Environmental Responsibility in Industry and Government 5-6: Building Our Community - Fabrication and Construction 7-8: Participating In Our community - Skilled Trades. The overall career experience will consist of three parts: 1. A yearly on-site trip to a workplace within Allen County. Prior to the experience, there would be a classroom discussion about the role of the skilled laborer in that particular industry. This trip would then include not only a tour of the workplace facilities, but an in-depth analysis of the skilled labor within the workplace. Students would collect evidence of the experience during the on-site visit. Their evidence would include photos along with a completion of checklists (qualities and skills to look for) related to the career field that they investigate. 2. At the completion of the on-site visit, students will be given an essential question or a task related to the job field to complete back at school as a follow-up activity. Each class will have access to a workforce curriculum kit that will be assembled by a Curriculum Team Leader in collaboration with the Workforce Development Coordinator. This will be a project based activity that will be aligned with social studies or science standards in relation to the skilled labor. Students may be required to work in teams to develop the project or answer the essential question. 3. As a follow-up to the activity, a representative from the work place will visit the classroom to view the projects and hold a discussion around the visit, the jobs observed and the final project-based experience. During the on-site visit, the students will collect and document evidence of the skilled labor position. Each child will compile their evidence in the form of an online scrapbook. The evidence will move with them each year through the eighth grade. As a culmination of the Workforce Development Project for K-8 students, each eighth student will complete a capstone project highlighting their experiences and outlining their individual career path. The development of the career path will be included for the parents. Information will be provided for post-secondary options in Allen County. Each year there will be a culminating event in the form of a job fair for parents who chose to participate in the training. Parents will have an opportunity to submit resumes to companies and participate in interviews with the participating companies. There will also be training for the business(es) in understanding poverty.

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 a 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,
The Lima City Schools Workforce Development Project will impact all students in grades K-8 specifically in the academic areas of science and social studies. Science and social studies correlations between the standards and the activities for each grade band have been set up by the Curriculum Department of the Lima City Schools. A synopsis of the grade band and the correlation is below: Each grade band will have the following Career Exploratory Alignment: Career Exploratory: A narrative or description of the exploratory experience. (Before) The roles of skilled workers: (During) The on-site visit: (After) Essential question and task: Grade Band K-3 Feeding Our Community - Agriculture and Foods K- Social Studies: Geography Strand 7 and Economics Strand 12. Science: Weather, moon, stars, materials, Living things. Grade 1 - Social Studies: - History 3 and Economics 12. Science: sun, physical properties, living things. Grade 2 - Social Studies: History 3, Geography 6, Economics, 14,15,16. Science: atmosphere, water weather, forces, living things, extinction. Grade Band 3-4 Caring For Our Community - Environmental Responsibility in Industry and Government Grade 3 - Social Studies: Geography 5, Government 9 and 10, Economics 17. Science: earth's nonliving resources, natural resources, energy, matter, heat and light. Grade 4 - Social Studies: Government 15 and 16. Science: Earth's surfaces, matter, energy, organism changes, fossils Grade Band 5-6 Building Our Community - Fabrication and Construction Grade 5 - Social Studies: Economics 15, 16 and 18. Science: Solar system, the sun, cycles and pattern of motion, movement, light and sound, organisms, energy. Grade 6 - Social Studies: Economics 15,16, and 18. Science: Minerals, igneous, metamorphic and sedimentary rocks, soil, energy, motion, cells, living systems. Grade Band 7-8 Participating in Our Community- Skilled Trades Grade 7 - Social Studies: No direct correlation. Science: laboratory safety techniques, scientific investigation, critical thinking, communication. There is a scientific correlation to specific career fields Physical Earth content relates closely to career fields in industrial safety and health, geology, seismology, mining, material science, construction and planning. Forces and Motion content relates closely to career fields in electrical engineering, mechanical engineering, roller coaster design, automotive & industrial safety. Species and Reproduction content relates closely to career fields in the health industry, genetics, bio-engineering, environmental sciences, agriculture, and ecology. Grade 8 - Social Studies: No direct correlation. Science: Scientific investigation, mathematics application to gather data, analysis and data interpretation, critical thinking, model development, communication of scientific procedures. There will be an increase of scores in the district assessments for science and social studies grades K-8. Student Learning Objectives for Science and Social Studies will meet goals as the standardized are addressed. Vendor approved assessments in Science and Social Studies will also indicate an increase in scores. Standardized test scores across the district will be increased. Beginning at grade 5, there will be an increase on the Science Ohio Achievement Assessment of 15%. This will increase by grade 8 to an overall increase in achievement of 25%. After three years of the implementation of the project, the District will see an increase in the number of students enrolled in the Career Tech Program. After four years of the implementation of the project, the District will see an increase of 10% in the graduation rate.

- 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.)

- There will be an elimination of a Career-Tech teacher which will have a cumulative savings over the five year period of $179,605. -With the purchase of a new bus with the grant, there will be a savings of $7,000 per year for a total of $35,000 savings in maintenance costs. -With the purchase of the technology, the district will not need to purchase additional technology for PARCC testing. This will be cost savings of $48,000. - There will be no additional costs for training in Bridges Out of Poverty after the grant due to the fact that the grant is paying for staff members to become trained trainers. This is a cost savings of $4,500 per year of training.

- 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.)

The Workforce Development Project will enhance the current content of career awareness, science and social studies grades K-8 through the 5E Model of Instruction. The 5E Model of Instruction is a model that was created by Dr. Jim Barufaldi at the Eisenhower Science Collaborative Conference in Austin, Texas July 2002. The 5Es are defined as Engage, Explore, Explain, Extend/Elaborate, and Evaluate. The 5E Model defines both the behavior of the teachers and the behavior of the student throughout each E. The on-site visitations, gatherings of evidence during the on-site visitation, and completion of the essential question/challenge problem after the on-site experience will allow science, social studies and career awareness to come to life within the classroom. The curriculum kits will serve as an additional resource for the classroom teacher during the essential question/challenge problem project. The Workforce Development Coordinator, along with the Curriculum Team Leaders and Career and Tech Team Leader will be an additional resource for the classroom teachers throughout the school year. These staff members will be available to be in the classrooms prior to the on-site visit, during the on-site visit, during the essential question/challenge activities in the classroom and when the follow-up visit takes place with the industry partner. The Director of Technology will be available for technology issues and will assist with educating students on the use of the on-line scrap book software and the use of the flip cameras for collecting evidence. The Implementation Team will assist with the parent workshops and offer assistance during trainings and job fairs that are held for the participating parents. This project will also have a component of training with Bridges Out of Poverty. It is important for the workforce to understand the culture of Lima. This training will be for our business partners, parents and targeted staff. In addition, this grant will allow for an opportunity for the Lima City Schools to send staff to become certified trainers in Bridges Out of Poverty. This will allow us to be able to hold regular training and follow-up sessions with community members and business partners.

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

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership
C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

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

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

Enter Budget

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

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

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

Upload Documents

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

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

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

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

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

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

1,000,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Workforce Development Coordinator (184 day contract)
Salaries: (estimating BA with 0 years experience) = $32,276 Benefits: $11259 Total: $43535
Equipment 1 Laptop carts/mobile lab for each building to be used for student projects and parent workshops 8 @ $60,000 = $480,000
Digital Cameras for on-site visits 8 @ $2,000 = $16,000 Set of 30 voice recorders 8 @ $100 each = $3000 8 mobile hotspots for use at the on-site visit (Verizon) 8 @ $200 each = $1,600 1 laptop (for Coordinator use) = $900 1 printer (for Coordinator use) = $600
Instructional supplies 9 ecological lab testing kits (for testing health and safety issues during on-site visit) 9 @ $1,000 each = $9,000 9 soil and water testing kits @ $1,000 each = $9,000 Office Supplies $3,000 for basic office supplies including materials needed for meetings Curriculum Material for Curriculum Kits $1555 per kit @ 150 kits (one per classroom) = $233,230 On-site Field trips costs Fuel costs / 7.00 per trip @ 150 trips = $1050 1 bus to provide transportation = $90,000 76.00 for cost of driver @ 150 trips = $11,400 (including benefits)
Professional Development Material for Bridges Out of Poverty Workshop (for industry partners and parents) = $2000 Speaker for Bridges Out of Poverty Workshop- Dr. Bethany Tucker (one full day- all expenses included) = $4,500 Two year trainer certification for two staff members to become certified presenters @ $795.00 = $1,590 Travel expenses for trainer certification $2,000 Bridges Out of Poverty books 500 @ $15.00 = $7,500 Bridges Out of Poverty DVD series = $350 Transportation Purchase of 2 School Busses for on-site visits = $1050 Cost of Driver for on-site visits: $76.00 per trip (including benefits) @ 150 trips = $11,400 Bowling Green State University Evaluation = $72,760

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

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

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

The Workforce Development Coordinator salary and benefits will be an annual cost of $43,535.

- No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.
14. Will there be any expected savings as a result of implementing the project?

- Yes
- No

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

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

The project was built around an expected increase in academic achievement. The goal of this project is not cost savings. It is enhanced programming and increased academic achievement. The purpose of the grant is to launch the project which will increase test scores, increase graduation rate, increase parental involvement and become sustained after the grant expires. This is a grassroots effort to begin to build a Workforce Development Project at the kindergarten level.

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.

The Project will sustain itself after June 30th of the grant year. This grant is about establishing partnerships. The start-up costs are the most crucial. Sustainability can be accomplished through the relationships that are developed with the workforce partners. The equipment, supplies, busses and nonconsumable curriculum materials will be purchased with funds from the grant. Additional funding for replacement costs of curriculum materials and supplies will be sought through grants such as the Retired Teachers Association, McDonald classroom Grants, Martha Holden Jennings Foundation, the Lima Community Foundation and through the generous donations from our business partners. The Lima Public Library houses the Foundation Center. This center is a grant resource center that houses grant opportunities both online and in print. The Foundation Center will allow us to locate investors that support workforce development to assist in sustainability. The salary of the Workforce Development Coordinator will be sought after through the National Foundation Board. Career and Technical Perkins grant money that is received yearly will also be applied to the costs for the Workforce Development Coordinator.

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 timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range June 2014 - August 2014
**Anticipated barriers to successful completion of the planning phase**

**Barriers:** The main barriers are the number of partners to collaborate with to collect all data. CAES staff will attend all core grant meetings & have communication with project director to streamline communication & collaboration process for the evaluation. CAES has built in site visits to facilitate the evaluation process.

---

**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 Workforce Development Project will result in both an instructional and organizational change. Staff will develop an appreciation of the responsibility to produce a skilled workforce, beginning at young age, for a better Allen County. Exposure to workforce in the Allen County area will increase the level of motivation for students by providing relevancy to the science and social studies curriculum. Problem solving, project based activities will also allow the students to experience a hands-on approach to authentic learning. Students will become the "investigator" and learn what to look for when exploring careers in industry. Students will gain both knowledge and an appreciation for the workforce.
opportunities within Allen County. Technology skills will be enhanced as students learn to document experiences with technology. Students will be able to capture their experiences in the form of an on-line scrapbook that will stay with them through the eighth grade. Students will have career opportunities at the forefront of the academic experience. The Career and Technical Education Program at Lima Senior High School will see an increase in student attendance as students are able to identify their career pathway at a very early age. Workforce Development will become naturally embedded in the Lima City Schools. Students, parents and staff members will all be able to assess the workforce opportunities within Allen County and use that knowledge to drive the choice of a career pathway for both the student and the parent. Parents will have an opportunity to be exposed to various career opportunities within Allen County. They will learn basic skills associated with seeking employment and being a successful employee.

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.

The partnerships developed between the school and the workforce will benefit both entities. Workforce will be trained to understand the culture of the Allen County employee while the school will gain a very knowledgeable understanding of the needs of the workforce.

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.

Michael Ogawa, PH.D. 106 University Hall Bowling Green State University Bowling Green, Ohio 43403 Assessment & Evaluation Services (CAES) will be the external evaluator for this project & will create a 6-year Evaluation Plan for the project. CAES is a university-based center at Bowling Green State University & has served the assessment & evaluation needs of K-12 schools, districts, & agencies for the past 13 years. Dr. Stacey Rychener has worked directly with high schools to setup of career internships & received 3 State WIA grants to develop career internships for Upward Bound. Her dissertation was on mentoring relationships for at-risk students. CAES has the capacity to evaluate large-scale initiatives with experience in reviewing curriculum, evaluating district-wide service delivery, collecting implementation fidelity data on programs, & analyzing & reporting results to local, State, & federal stakeholders. CAES is currently evaluating three Round 1 Straight Fund Grants. Dr. Rachel Vannatta Reinhardt, CAES Co-Director & Professor in School of Educational Foundations, Leadership & Policy, has been the project director for a federal classroom technology initiative, has assisted in BGSU’s development of the K-12 Online Teaching & Learning Graduate Certificate, has published multiple articles on the technology integration & assessing technology competencies in K-12 education, & has worked with school districts across Ohio as a technology consultant & evaluator for blended & online learning courses, & technology integration into K-12 instruction. Dr. Toni Sondergeld, CAES Co-Director & Assistant Professor in School of Educational Foundations, has worked with school districts across Ohio as a consultant on how to integrate assessment data & technology to inform instructional practices, & has served as evaluator for 1-1 laptop initiatives. CAES currently has 8 Master's & PhD students in education as graduate assistants.

* 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).

| Short-term objectives (STO): | To increase Career Exploratory Alignment with LCS K-2 Science & Social Studies Curriculum (SSSC). | To increase Career Exploratory Alignment with LCS 3-4 SSSC. | To increase Career Exploratory Alignment with LCS 5-6 SSSC. | To increase Career Exploratory Alignment with LCS 7-8 SSSC. | To increase identification and coordination of workforce locations and partnerships. | To increase the # of students trained in resume development, job skills, basic word processing, and interview techniques. Baseline quantitative and qualitative data will be collected in Fall of 2014 for all STO, IO, & LTO by examining district EMIS data, State and District Achievement Scores, stakeholder surveys, course evaluations, Curriculum Alignment & Workforce Project Rubric(s) & Career Tech Enrollment. All summative data will be compiled at the end of each school year. Data will be disaggregated by grade ban and course type. CAES will be able to provide targeted formative & summative feedback about each course & district as well as overall results to help guide any modifications to them.

| Long-term objectives (LTO): | To increase in Science State and district assessment scores. | To increase in Social Studies State and district assessment scores. | To increase the # of students enrolled in Career Tech Program. | To increase the # of 8th grade workforce project capstones. | To increase the # of parents trained in resume development, job skills, basic word processing, and interview techniques. Baseline quantitative and qualitative data will be collected in Fall of 2014 for all STO, IO, & LTO by examining district EMIS data, State and District Achievement Scores, stakeholder surveys, course evaluations, Curriculum Alignment & Workforce Project Rubric(s) & Career Tech Enrollment. All summative data will be compiled at the end of each school year. Data will be disaggregated by grade ban and course type. CAES will be able to provide targeted formative & summative feedback about each course & district as well as overall results to help guide any modifications to them.

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

Grant outcomes will be measured through the analysis of data related to increase in graduation rate, increase in standardized test scores in the area of science and social studies. Beginning at grade 5, there will be an increase on the Science Ohio Achievement Assessment of 15%. This will increase by grade 8 to an overall increase in achievement of 25%. After three years of the implementation of the project, the District will see a 20% increase in the number of students enrolled in the Career Tech Program. After four years of the implementation of the project, the District will see an increase of 10% in the graduation rate. This grant is a start up grant for a program that will be in place for many years to come. There will initially be at least 45 partnerships established between the Lima City Schools Workforce Development Project and various businesses/industries within Allen County. There will be 150 on-site visits completed by all students grades K-8 by May 30, 2015. There will be at least 75 parents that will complete a two day workshop on job skill training, resume writing and basic word processing. At least 50 of the parents will be able to attend a mock interview with one of our industry partners. There will be at least 100 business/industry employees trained in Bridges Out of Poverty. There will be at least 50 parents trained in Bridges Out of Poverty. The project will continue after the grant period has expired. The grant is the very beginning of a cycle for students that will take place each year beginning at kindergarten and ending with a culminating activity at grade 8. Once the partnerships are created around the grade band themes, students will be "cycled through" the industry each year with a final essential question/project based activity. Staff members within the Lima City Schools will become trained trainers in Bridges Out of Poverty. After the grant year, these staff members will be able to hold Bridges Out of Poverty training on a yearly basis for industry/business employees, parents and other staff or community members at no cost to the district. Continued relationships with our listed partners will afford us opportunity to reach out beyond our community for support of our project. The Lima City Schools Workforce Development Project will become a model for early career awareness across the state. This project will be able to support the data that will reflect that every eighth grade student will be able to enter in to high school with a concrete knowledge of a career pathway.

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

Long-term objectives (LTO): There will be an increase of scores in the district assessments for social studies and science grades K-8. Student Learning Objectives for Science and Social Studies will meet goals as the standardized are addressed. Vendor approved assessments in Science and Social Studies will also indicate an increase in scores. Standardized test scores across the district will be increased. Beginning at grade 5, there will be an increase on the Science Ohio Achievement Assessment of 15%. This will increase by grade 8 to an overall increase in achievement of 25%. After three years of the implementation of the project, the District will see an increase in the number of students enrolled in the Career Tech Program. After four years of the implementation of the project, the District will see an increase of 10% in the graduation rate. Other Anticipated Outcomes: Short-term objectives (STO): -To increase Career Exploratory Alignment with LCS K-2 Science & Social Studies Curriculum (SSSC) -To increase Career Exploratory Alignment with LCS 3-4 SSSC -To increase Career Exploratory Alignment with LCS 5-6 SSSC -To increase Career Exploratory Alignment with LCS 7-8 SSSC -To increase identification and coordination of workforce locations and partnerships Intermediate Objectives (IO): -To conduct workforce onsite visitations -To develop and implement project-based follow-up workforce activities -To determine the level of stakeholders' satisfaction with curriculum, partnerships, & professional development as well as level of communication & collaboration within districts as well as across whole partnership. -To address issues that stakeholders have with curriculum, partnerships, & professional development as well as level of communication & collaboration within districts as well as across whole partnership. Long-term objectives (LTO): -To increase the # of parents trained in resume development, job skills

* Spending Reduction in the five-year fiscal forecast

There will be a decrease in the five-year costs of $179,605. -With the purchase of a new bus with the grant, there will be a savings of $7,000 per year for a total of $35,000 savings in maintenance costs. -With the purchase of the technology, the District will not need to purchase additional technology for PARCC testing. This will be cost savings of $48,000. -There will be no additional costs for training in Bridges Out of Poverty after the grant due to the fact that the grant is paying for staff members to become trained trainers. This is a cost savings of $4,500 per year of training.

* Utilization of a greater share of resources in the classroom

The curriculum kits along with the purchased technology will provide a greater share of resources in the classroom.

* Implementation of a shared services delivery model

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

Any school district in Ohio can, with a partnership with Economic Development, can replicate this program. The foundation for the Workforce Development Project is a strong relationship between schools and industry. The relationships can be established through Economic Development groups. The staff of the Lima City Schools, members of the Planning and Implementation teams along with parents and students will be willing to share the workforce story at any level.

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).

Jill Ackerman, Superintendent Lima City Schools 755 St. Johns Avenue Lima, Ohio 45804 (419) 996-3422 FAX: (419) 996-3426
<table>
<thead>
<tr>
<th>Consortium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lima City (044222) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund</td>
</tr>
</tbody>
</table>

### Sections

- **Consortium Contacts**

<table>
<thead>
<tr>
<th>Consortium Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>No consortium contacts added yet. Please add a new consortium contact using the form below.</td>
</tr>
<tr>
<td>First Name</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Kerrie</td>
</tr>
<tr>
<td>David</td>
</tr>
<tr>
<td>Eric</td>
</tr>
<tr>
<td>Susie</td>
</tr>
<tr>
<td>Dr.</td>
</tr>
<tr>
<td>First Name</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Jill</td>
</tr>
<tr>
<td>Joel</td>
</tr>
<tr>
<td>Harmony</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Jackie Blosser</td>
</tr>
<tr>
<td>Wanda Miller</td>
</tr>
<tr>
<td>Ryan Stechschulte</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Peter Badertscher</td>
</tr>
</tbody>
</table>