

Budget

Ohio Hi-Point Career Center (051334) - Logan County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (66)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	608,750.00	0.00	3,160,727.00	0.00	3,769,477.00
Support Services		0.00	0.00	585,000.00	0.00	0.00	0.00	585,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	2,351,000.00	0.00	2,351,000.00
Transportation		0.00	0.00	0.00	0.00	417,835.00	0.00	417,835.00
Total		0.00	0.00	1,193,750.00	0.00	5,929,562.00	0.00	7,123,312.00
Adjusted Allocation								0.00
Remaining								-7,123,312.00

Application

Ohio Hi-Point Career Center (051334) - Logan County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (66)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Distributive Learning through Distance Learning (DL2)

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

The Distributive Learning through Distance Learning (DL2) consortium is re-imagining career exploration, workforce skills training and school district collaboration. Through DL2 (8 rural school districts, one joint vocational school district, Ohio STEM Learning Network and a variety of industry partners), 10,439 children, in grades 5-12 attending 32 schools that span 4 counties and 740 square miles, will use blended instructional strategies, hands on learning and Mobile Labs to a) enable every 5-6 grade student to explore careers opportunities in four high demand STEM related career pathways; b) provide every interested 7-8th grade student with deeper career exploration and/or actual Career Technical Education (CTE) coursework and work based learning experiences; c) significantly expand CTE access for high school students by offering Ohio Hi-Point courses to students without having to leave their home schools. In order to sustain and scale these initiatives, Ohio STEM Learning Network will coach and support schools to re-design operational systems allowing them to share curriculum, staff, professional development and other resources across districts significantly reducing operational costs while increasing opportunities for children. DL2 consortium will reduce instructional costs by \$12,174,302

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.

10439 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:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Joel Staudter

Organizational name of lead applicant
Ohio Hi-Point Career Center

Address of lead applicant
2280 State Route 540, Bellefontaine Ohio 43311

Phone Number of lead applicant
937-599-3010 ext. 1340

Email Address of lead applicant
staudter@Ohiohipoint.com

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

- Yes
 No

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

Add Consortium Members

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

Yes

No

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

Add Partnering Members

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

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

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

The current state or problem to be solved; and

According to Complete College America, 59% of Ohio's jobs will require a postsecondary credential by 2020. Currently, 36% of Ohio's adults hold this qualification. In 2014, Ohio Report Cards will include "Prepared for Success" benchmarks assessing the extent to which every high school prepares students for college and career. Recently, Governor Kasich announced his plans to allow and encourage middle schools to offer Career Technical Education (CTE) so they can more deliberately plan for their future. Even though Ohio Hi-Point Career Center offers over 30, in-demand, CTE programs which allow students to complete a postsecondary credential before graduating from high school, only 21.8% of students in career technical planning district choose to participate. In order to meet Ohio's increased demands for post-secondary credentials and Ohio's new "Prepared for Success" benchmarks Ohio Hi-Point and consortium districts must re-imagine career exploration, workforce skills training and middle/high school operations.

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

The Distributive Learning through Distance Learning (DL2) consortium is re-imagining career exploration, workforce skills training and school district collaboration. DL2 will serve: Bellefontaine CSD, Indian Lake LSD, Kenton CSD, Marysville EVSD, Triad LSD, Urbana CSD, Ridgmont LSD, West Liberty-Salem LSD and Ohio Hi-Point Career Center. 10,439 children, in grades 5-12 attending 32 schools in 5 counties across 1,426 square miles will benefit from Straight A funds. Private, public and higher education partners include: Hardin Memorial Hospital, Honda of America, Columbus State Community College, Clark State Community College and the Chambers of Commerce for Champaign, Logan, Hardin, and Union counties. Career Discovery (5-6th grade): Ohio Hi-Point, in partnership with middle level educators and industry partners, will develop hands-on, inquiry based lessons and units for each grade level which are aligned to Ohio's New Learning and College/ Career Ready Standards and expose students to a wide variety of career pathways. A Train the Trainer model will be used to ensure all teachers can access and effectively utilize these highly customizable resources. Ohio Hi-Point staff will bring Mobile Career Labs to each school engaging students in discovery learning about the variety of opportunities available to them, within their community, in the high demand STEM fields of Logistics, Information Technology, Manufacturing, and Health Science. By the end of 6th grade all students will be able to identify and publicly share their discovery of one or two pathways most aligned to their personal talents, interests and passions. Career Investigation (7-8th grade): DL2 partners will create (FY15) and implement (FY16-beyond) blended learning Career Investigation and Career Training courses. In Career Investigation Courses students can further explore a variety of careers, refining their interests and passions. Interested students can begin CTE training leading to certificates, credentials, college credit, and articulation agreements in one of the 4 target STEM pathways. Training programs will include hands on learning, Mobile Career Lab instruction and work based learning with industry professionals. Career Preparation (9-12th grade): DL2 will significantly increase the number of students earning CTE program certifications in 4 target STEM pathways (manufacturing, health services, logics and informational technology) by bringing CTE courses to students rather than transporting students to CTE programs. Using a variety of technology solutions, students will participate in CTE course offerings without leaving home high schools. Students will access CTE labs using Mobile Career Labs. System Redesign + Shared Services = Cost Reduction: DL2 consortium members realize this new way of engaging learners and preparing them for the future will not be sustainable within current middle/high school systems. Ohio STEM Learning Network will engage school/district leaders and partners in re-imagining operational systems leading to a replicable shared service model which more effectively utilizes resources and technology among districts so they can share staff, content, courses, curriculum and professional learning as they reduce district operational costs and revolutionize the way the DL2 Consortium prepares all students for future success. By 202, DL2 consortium will reduce instructional costs by \$12,174,302

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

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

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

Project Outcome 1: DL2 will significantly increase student achievement by re-imagining career exploration, workforce skills training and school district collaboration in consortium middle and high schools, as measured by Ohio's new Prepared for Success Report Card benchmarks (HS) and development of individual career plans (MS). MS: By the end of 8th grade, 100% of DL2 students will have deeply explored career pathways building strong understanding of their interests and passions which includes development of an individual career plan that will guide their HS academic planning. Baseline: 0 6th graders can clearly articulate two possible career pathways By 2015: 5-6th

grade curriculum units created for implementation in FY15 By 2020: 100% 6th graders can clearly articulate two possible career pathways
Baseline: 0 middle school students participate in CTE funded elective courses By 2015: 160 middle school students will be registered to take a CTE funded elective course in FY16 By 2020: 320 middle school students will be registered to take a CTE funded elective course in FY21
Baseline: 0 8th graders have individual career plans By 2015: Career Plan platform identified and software available in all project middle schools By 2020: 100% 8th graders have individual career plans DL2 students will exceed Ohio's benchmark for Prepared for Success indicators. Baseline: ODE will provide baseline data in August 2014. By 2015: OHP consortium schools will have plans in place (through system re-design initiative) to increase Prepared for Success indicators. By 2020: OHP consortium districts will meet or exceed ODE Prepared for Success Benchmarks as determined by ODE in Summer 2014. ACT Participation Rate Graduates enrolled in remedial college courses. Students earning 3 college credits before HS graduation Students earning industry credentials from Ohio High Point Graduates who received Honors Diploma AP course Participation Rate and % of students earning 3 or higher on AP exams

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.)

Project Outcome 2: DL2 consortium will reduce instructional costs by \$12,174,302 Benchmark: By June 30, 2015, instructional costs will decrease from \$164,570,655 (FY14) to \$162,109,719 resulting in 1.50% decrease in operating budget. Short Term reductions: During FY16 the consortium anticipates the following cost reductions - Personnel costs will reduce from \$87,258,675 in FY14 to \$85,916,870 in FY16 - Fringe benefit will reduce from \$35,587,745 in FY14 to \$35,216,114 in FY16 - Purchased service cost will reduce from \$28,078,535 in FY14 to \$28,076,035 in FY16 - Supply costs will reduce from \$5,044,800 in FY14 to \$5,044,800 in FY16 - Capital outlay will reduce from \$3,011,023 in FY14 to \$2,266,023 in FY16 - Other costs will reduce from \$5,589,877 in FY14 to \$5,589,877 in FY16 By June 30, 2020, instructional costs will decrease from \$164,570,655 (FY14) to \$162,180,634 resulting in 1.45% decrease in operating budget. Long Term reductions: During FY20 the consortium anticipates the following cost reductions - Personnel costs will reduce from \$87,258,675 in FY14 to \$86,136,104 in FY20 - Fringe benefit will reduce from \$35,587,745 in FY14 to \$35,303,279 in FY20 - Purchased service cost will reduce from \$28,078,535 in FY14 to \$28,076,035 in FY20 - Supply costs will reduce from \$5,044,800 in FY14 to \$5,044,800 in FY20 - Capital outlay will reduce from \$3,011,023 in FY14 to \$2,256,023 in FY20

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.)

Project Outcome 3: Redesign operational systems in middle and high schools which allow and encourage shared services across districts to reduce cost and more effectively prepare all students for future success. Baseline: Districts do not have any of these operational systems in place Short Term (June 30, 2015) 10 professional development modules created which use blended instructional strategies and are accessible to all DL2 members 8 digital/blended courses available in FY16 to students in all DL2 districts which expand opportunities to build college/career readiness skills 5 new systems created which allow and encourage shared services across district lines 8 staff members who will teach digital/blended curriculum across district lines in FY16 280 students enrolled in digital/blended curriculum available throughout consortium Long Term (June 30, 2020) 48 professional development modules created which use blended instructional strategies and are accessible to all DL2 members 48 digital/blended courses available to students in all DL2 districts which expand opportunities to build college/career readiness skills 10 new systems created which allow and encourage shared services across district lines 80 staff members teaching digital/blended curriculum across district lines 1050 students enrolled in digital/blended curriculum available throughout consortium

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.

7,123,312.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Purchase Services \$1,193,750: Substitute costs and stipends as provided by OSLN during the life of the grant \$187,500; Ohio STEM Learning Network will provide project management, technical assistance and outcome reporting, professional development/coaching, regional capacity building and leadership development \$565,000; Travel and meeting expenses for staff \$20,000; Schoology subscription is an innovative learning management system and social network that makes it easy to create and share academic content with a contract for grant period \$421,250. Equipment \$5,929,562; convert one room into 2 rooms for distance learning areas, the district will need a wall divider to split the room \$21,000; equip the distance learning tech center rooms with furniture, video systems, presentation stations, and projectors \$100,000; extra technology to update for the high capacity links between the high school and elementary to better utilize curriculum for distance learning, they will new switches, routers and wireless access points \$69,252; Distance Learning Polycom Equipment for 9 districts \$487,629; Polycom Bridge for 2 direct points \$355,514; Projector system for Distance learning classrooms, includes projectors, mounts, controls, screen and installation \$118,764; Laptops and warranties for all 9 districts and 1 refresh cycle \$975,009; iPads, carts and warranties for all 9 districts and 1 refresh cycles \$864,631; construct an area for the Health Pathways that will be used for not only high school students but to enhance the curriculum for the middle school students and will use the distance learning technology to work with all of the districts in the consortium \$1,230,000; technology of equipment in order to have the capabilities to use the distance learning equipment which includes but not limited to network switches, cables and power strips \$10,100; Furniture for the distance learning labs will consist of mobile tables with arm chairs, mobile lab unit with sinks, Mobile demo carts, and tables, each district will receive 2 classrooms of furniture \$279,828; 3 - Dual wheel 3/4 ton or larger pick-up trucks \$192,835; 3 - Mobile lab trailers \$225,000; construction of storage unit for trucks and trailers so that the equipment is kept out of the elements and safe from theft \$1,000,000.

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.

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

There will not be any sustaining costs for the grant as all professional development will be included in the grant and all equipment will be purchased with the grant. The technology/equipment that may only have 3 to 4 years of life has a refresh cycle and multiple year maintenance agreements included within the cost of the grant.

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.

2,460,936.00 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

Reduction Costs: \$12,184,837 Savings per year: FY16 \$2,460,936: FY17 \$2,372,745: FY18 \$2,535,305: FY19 \$2,415,295: FY20 \$2,390,021 Salaries: Ohio Hi-Point \$3,467,415 for retirees and RIF'd positions; Indian Lake \$378,842 for retirements; West Liberty-Salem \$358,694 for retirements; Marysville \$500,000 for retirements; Ridgemont \$177,809 for retirements; Kenton \$800,000 for retirements; Triad \$372,754 for retirements. Benefits: Ohio Hi-Point \$535,723 for Retirement and Medicare for the retirements and RIF's positions: Indian Lake \$58,531 for Retirement and Medicare for the retirements; West Liberty-Salem \$60,978 for Retirement, Medicare and Worker's Compensation for the retirements; Urbana \$557,660: The anticipated reduction in health insurance costs due to plan redesign/changes; Marysville \$81,460 for Retirement, Medicare and Worker's Compensation for the retirements; Ridgemont \$27,471 for Retirement and Medicare for the retirements; Kenton \$112,000 reduction for STRS; Triad \$190,329 reduction for STRS and Medicare. Purchase Services: Bellefontaine \$12,500 for Professional Development of \$2,500 per year that will be paid by the grant and will not be needed in the budget each year of the grant. Capital Outlay: Bellefontaine \$150,000: Equipment of \$30,000 per year that will be paid by the grant and will not be purchased from the budget each year of the grant. Ridgemont \$85,000: FY16 - FY19 the technology budget will be reduced by (\$15,000) each year; FY20 budget will be reduced by (\$25,000); Kenton will reduce equipment by \$700,000 each year for total of (\$3,500,000). Debt Service Principal HB264 \$501,936; Ohio Hi-Point FY17:(\$125,484) for the savings of principle payment for the HB264 project that will not be included in the budget each year of the remainder of the grant this amount will be a reduction each year through FY20. Transfers \$246,000: Ohio Hi-Point FY18: (\$46,000) reductions for transfers. FY19: (\$100,000) reduction of transfers. FY20: (\$100,000) reduction of transfers.

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.

This grant provides the technology, professional development, and project management to redesign career technical career exploration and pathways training for the Distributive Leadership, Through Distance Learning (DL2) Consortium Schools (1 career center, 8 comprehensive schools). Students from grades five through twelve will be impacted by this initiative through career exploration, career planning, and career pathways leading to certifications and or licenses. DL2 consortium member district's will use innovation to develop pathways and use technology to remove a never changing challenge in this 740 square mile consortium, distance. The technology will allow districts to share services, share faculty members, and provide students with a career plan for high school and beyond. This is just the beginning, this redesign will assist schools in providing more opportunities for students while not adding expenses. The innovation of the consortium has contracted for equipment for the life of the grant as there is a refresh for student devices built into the grant. Students will get to experience four high demand career pathways through mobile learning labs. The overall savings by the districts of \$12,174,302 will allow the districts to utilize the savings in other areas of the budget. In looking at the overall savings within the grant for the districts there are considerably more savings than there will be expenditures within the five preceding years of this grant. The grant will allow the DL2 consortium to not only save the dollars for the startup (Professional development, equipment, technology, building remodeling) of this initiative, but also will allow them reduce spending revenues to purchase equipment over the five years of the grant.

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

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

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

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

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

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

17. Planning - Activities prior to the grant implementation

* Date Range 7/1/2014 - 8/30/2014

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

Rubric Item 7. communicate, administer and manage Superintendents and Principals from each district will communicate with educational personnel & Board regarding all activities which impact district staff, students and families. Principals/Superintendents will recruit staff to participate in curriculum design, pilot and train the trainer professional learning. Staff will receive stipends or schools will receive money for release time. Principals will inform students and families formally through meetings, newsletters, social media and informally through conversation at building events. Project Director will act as liaison among districts, partners/vendors and Ohio Department of Education. Project Director will coordinate curriculum design, pilot and other training in partnership with District Liaisons to ensure funds are used most effectively across districts. Each building will have a team directly involved with OSLN's system redesign efforts and they will communicate the rest of staff. DL2 Communication plan will include significant engagement activities with families, community and other media outlets. Planning Milestones: July: Communicate grant with stakeholders and media, review/revise budget and scope of work; August: Board approval of grant and all contracts; draft project communication plans; finalize timeline/scope of work; schedule professional development and planning sessions; finalize communication plans for implementation; refine tech purchase plans; as needed bids/board approval/contract for flexible learning environment facility and furniture enhancements; OSLN and DL2 districts finalize technical assistance schedules; create & communicate planning & implementation schedule with principals/teachers, partners; finalize project evaluation processes including development of gantt charts and progress monitoring database

* Anticipated barriers to successful completion of the planning phase

Barrier: State legislative change (HB 342) altered award notification timeline which moves final notification into late July minimizing time available for summer 2014 training. Solution: DL2 partners adjusted the training plan as a result of HB 342. Summer 2014 will focus on identifying and engaging individuals to begin curriculum development work. Curriculum development team will meet 1-2 times in August but the majority of their work will occur during the school year. Barrier: 5-6th grade teacher capacity to integrate career discovery and planning within their current curriculum & different MS structures. Solution: Ohio Hi-Point (with industry partners and middle level educators) will create units/lessons that teachers can easily integrate. The units/lessons will be customizable and digitized for ease of access. A train the trainer model will be used to roll out the PD for teachers. This PD will be implemented using blended learning strategies so OHP staff can continually support teachers as they implement these units. Staff will receive stipends for implementing this new work. 5-6th grade activities will be imbedded in regular courses so teachers shift how they do instruction - not what or when. 7-8th grade curriculum will be customizable so each building can determine if the course is 9 weeks or semester (no MS use 6 week intervals). 7-8th grade courses will be offered through blended learning which will provide certified CTE staff as instructor and teacher of record. Barrier: MS/HS schedules and other operational systems are not designed for this type of collaboration and learning and their leaders do not know how to make necessary changes. Solution: OSLN's work will include site visits to high performing schools that use innovative instructional and operational practices. There will also be a mentoring system available to support MS/HS leaders as they move through their system re-designs.

18. Implementation - Process to achieve project goals

* Date Range 8/1/2014 - 6/30/2015

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

Fall 2014 (August - October) PD: Curriculum Design Kick Off and initial training; System Redesign Institute begins Infrastructure: construction/facility enhancements begin; order technology/Finalize design of Mobile Career Labs, instructional practices professional development, LMS professional development. Other Project Activities: community engagement event to update families and community; career fair, finalize course offerings for FY16, The development of technology prerequisites for students and teachers. Communication plan for progress reporting, grade distribution and transcript credit. Winter 2014-15 (November-February): PD: Curriculum Design and System Redesign continue; begin blended learning PD for OHP staff Infrastructure: order technology and Mobile Career Labs, (as applicable) construction/facility enhancement Other Project Activities: Curriculum Designers pilot new curriculum in targeted MS classes/schools; community engagement event to update families/community awareness on project activities; student recruitment activities and events in all districts for blended learning CTE courses in grades 7-12; Spring 2015 (March - June): PD: finalize Curriculum Design and System Redesign; OHP staff train district staff in blended learning; Summer PD Institute - train the trainer for using Career Discovery and Career Investigation resources Infrastructure: (as applicable) construction/facility enhancements completed; technology installations and training complete; staff begin piloting new tools to blend/ personalize learning Other Project Activities: MS/HS scheduling and family information meetings regarding new technology and system redesign efforts; community engagement event to celebrate facility completion and share project updates

* Anticipated barriers to successful completion of the implementation phase.

Barrier: Effective project coordination across districts, buildings, and service providers Solution: Grant Manager and Project Director will meet twice a month to coordinate activities and develop strategies to address potential problems as they arise. OHP staff will be on site in each district regularly during FY16 implementation year to ensure new blended instructional model meets student and building needs Barrier: Time for staff collaboration/training essential to project success. Solution: Grant will cover costs to create new curriculum and train the trainer model building staff capacity. Staff will receive stipends. Blended/differentiated PD will provide PD on their time/ meeting their needs; system redesign plan will include strategies to build collaboration time in teacher workday Barrier: Student supervision during blended learning courses. Solution: During FY15, OHP and building leaders will develop plans for supervision. Each building is responsible to ensure students are supervised but will have flexibility in how they assign staffing. Barrier: Consortium is very large and it will be hard to fully engage staff/families. Solution: At least 3 community engagement events will occur to share innovations, project activities with students, families and community members. The last event will focus on students demonstrating how Mobile Career Labs and blending instructional models will support and engage learners. Barrier: All communities have business engagement, but deeper engagement is needed to succeed. Solution: OSLN will leverage its' network/resources to support DL2 deeply engaging current partners and developing new relationships within STEM fields. OSLN is connected with Ohio's Pathways to Prosperity initiative and can help DL2 align work with larger central Ohio collaboration.

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

* Date Range 8/1/2014 - 9/30/2015

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

Rubric Item 9. communicating and coordinating the project Grant Manager & Project Director will meet 2xmonth to coordinate data collection/ evaluation & address problems as they arise. Project Director will handle data tracking & ODE reporting. During OHP member district meetings they will provide project updates. Monthly Board reports & quarterly community engagement for district and building leaders to share with community members. Project Leadership Team will review data and make adjustments as needed. Monthly: data collection for process/outcomes evaluation; System Re-Design Team feedback; reports to Boards 8/2014- 10/2014 Achievement/Shared Service Monitoring: Building Report Card (Prepared for Success); School Building Innovation Self-Assessment data collection Cost Reduction Project Monitoring: Treasurer reports quarterly to Board/ Project leadership team on cost reduction outcomes. 11/2014-2/2015 Achievement/Shared Service Monitoring: update Prepared for Success indicators end of 1st semester; Draft System Re-design plans; # students interested new CTE courses; track completion of project activities and staff participation in PD. Cost Reduction Monitoring: Treasurer reports quarterly to Board and Project leadership team on cost reduction outcome. 3/2015-6/2015 Achievement/ Shared Service Project Monitoring: School Building Innovation Assessment; pre/post Summer Institute survey results; # students enrolled in FY16 new CTE courses; Curriculum pilot results; Prepared for Success yearend data; completion of project activities & staff participation in PD. Cost Reduction Project Monitoring : Treasurer reports quarterly to Board and Project leadership team on cost reduction outcome. 7/2015-9/2015. Summative Evaluation: final project evaluation reports to ODE; Academic Achievement/Shared Service = Monitoring: Summative Evaluation: final project evaluation reports to ODE; Cost reduction: final quarterly reports to Board Project Leadership team

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

Barrier: Assessing changes in student achievement within grant timeline Solution: Project evaluation will monitor both formative and summative data during the grant timeline. Since the project goals are related to student post-secondary success, the project will not monitor achievement in core curriculum areas. Instead, the project is using Ohio's new Prepared for Success Report Card indicators. Districts are collecting data for 2012-13 as initial baseline. Then, will update data when this new report card indicator is used in FY14 Report Cards. Districts will monitor changes in this data each semester to benchmark progress. This will be used in addition to more qualitative data such as reflections from curriculum design team members, system design team members and the Building Innovation assessments of each school. Barrier: Collecting data necessary to effectively assess process outcomes Solution: Project Director, OSLN and Grant Manager will co-develop Progress Monitoring Tools to track completion of project activities as well as staff participation in PD. Project Director will assist OHP leadership in using the tool for data tracking. Tool will be refined over time so it provides high quality, useful data. Barrier: District capacity to evaluate project using internal staff. Solution: Districts do not have capacity to complete this work on their own. OSLN will provide Project Director, who, with support from OSLN team, OHP and Grant Manager, will conduct data collection, analysis and reporting activities to evaluate project success.

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:

DL2 consists of a series of disruptive innovations in how middle & high schools prepare students for the future and re-imagine systems to meet the needs of learners DL2 will increase student achievement as measured by Ohio's new Prepared for Success Report Card indicators and reduce costs/increase efficiencies as school's redesign operational systems to allow and encourage inter-district shared services more effectively preparing all students for the future. DL2 expects these instructional practices changes: a) DL2 teachers will increase use of inquiry based/hands on learning strategies in classrooms. b) MS teachers will integrate career discovery within instruction so all 5-6 grade students learn about a wide variety of career opportunities. Career Discovery activities will be embedded within standards based instruction - not additional units or lessons. c) Career Tech educators will more effectively engage and interact with MS students by co-designing career discovery and career investigation curriculum with MS educators. d) DL2 teachers will collaborate with industry professionals bringing real world, work based learning into classrooms. e) DL2 teachers will utilize blended learning, distance learning and digital content to create high quality, rigorous and relevant learning experiences for students. f) DL2 teachers will develop a comfort level using technology (especially distance learning and digital content) to provide learning experiences to students from multiple districts at the same time. g) 5-6th grade teachers will master new instructional strategies so students can investigate career pathways and publicly share their discovery of 1-2 pathways most aligned to their personal talents, interests and passions. h) DL2 teachers will shift practices so learning becomes more personalized and differentiated to meet student needs. i) DL2 teachers will use Mobile Career Labs effectively to build career readiness skills in students. j) DL2 teachers will re-define what it means for students to be college and career ready and how they perceive their role in preparing students for future success. DL2 expects the following operational practice changes: a) DL2 school scheduling process will become more collaborative (within and across districts) and driven by student needs. b) DL2 schools will develop mutually beneficial staffing models that allow districts to share staff (especially in hard to staff fields/content areas). c) DL2 schools will shift from teacher driven -face to face instructional systems toward blended models which require significantly different supports for students and teachers. e) MS student 'special' courses will include Career Tech courses giving 7-8th graders 'a jump on' training leading to certification, degrees and/or career pathways. f) DL2 schools will shift paradigm from career tech training focus for students who will not go to college to career tech training a highly viable pathway for all students to attain their goals. g) DL2 schools will develop shared PD systems integrating face to face and blended instructional models for adults so learning becomes more personalized and differentiated to meet their needs. h) DL2 schools will develop systems that are more accessible and engaging to industry partners. i) DL2 schools will redefine use of time, moving from traditional carnegie unit to more practice based models where learning defines how credit is earned. j) DL2 schools will increasingly move toward practices that encourage all the time, anywhere learning. k) DL2 schools will refine systems to assess the quality of digital content so they feel confident students are learning at high levels when taking online or blended courses. l) DL2 schools will more actively engage faculty in re-designing systems so they have ownership in the process and are vested in the results. j) DL2 schools will redefine systems to minimize duplication of services by sharing resource

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.

While DL2 is a new/never before implemented initiative, it is grounded in best practice and directly aligned with US Department of Education priorities, national STEM research and Governor Kasich's plans for ensuring students are prepared for post-high school success. DL2 proposes to expand career discovery, investigation and preparation across grades 5-12 to ensure all students are prepared for future success. In rural communities, this can only be done by increasing access to technology so districts can share resources. However, none of this is sustainable without re-designing systems so they support and encourage this type of collaboration long term. Alignment to Federal priorities and research: In the 2012 US Department of Education Report "Investing in America's Future: A Blueprint for Transforming Career and Technical Education", US Secretary of Education Duncan wrote "CTE must be dramatically reshaped to fulfill its potential to prepare all students, regardless of their backgrounds or circumstances, for further education and cutting-edge careers. The need to strengthen and elevate CTE is urgent. This is not a time to tinker with CTE-it is a time to transform it. The report states "postsecondary education/training are prerequisites for jobs of the new economy. Of the 30 fastest-growing occupations, about 2/3 require postsecondary education or training. With the average earnings of college graduates at a level about twice as high as that of workers with only a high school diploma, postsecondary education and training are now the clearest pathways into the middle class and future prosperity, and central to rebuilding our economy and securing a brighter future for all". Local education agencies (LEAs), postsecondary institutions, and employers would collaborate to offer students opportunities to participate in work-based learning and to accelerate completion of their studies through dual or concurrent credits. Programs would use technology to increase access to high-quality learning opportunities, particularly for students in rural or remote areas. Rural students would be connected to postsecondary institutions through consortia, even if there are no postsecondary institutions near their rural communities. This would occur through increased use of distance learning technology, resources, and services that would foster success and improve the quality of CTE programs available to those students. Alignment to Ohio's expected growth in STEM fields: According to Alliance for Science and Technology Research in America, Ohio ranks 10th in the US in expected job growth in STEM fields. By 2018, Ohio needs to fill 274,000 STEM and STEM-related jobs. If districts and Career Centers continue the traditional silo approach, graduates will be underprepared to compete for future jobs because they will lack the hard and soft skills needed for workforce success. Alignment to Governor's CTE plans: In his 2014 State of the State Address, Governor Kasich stated his commitment to expanding CTE opportunities "I want to see [CTE] type experiences in both jobs and learning expanded down to the 7th grade. Not only will they be better prepared for high school and college, but they'll know more about the career options that are available to them, so they get excited about school and stay excited".

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.

Ohio STEM Learning Network will provide a Project Director responsible for managing day to day project and evaluation activities. Since the Project Director will be directly responsible for both management and evaluation it will be considered an internal evaluation. Ohio STEM Learning Network contact information is Aimee Kennedy, President Ohio STEM Learning Network/BattelleEd 505 King Avenue, A-2-003, Columbus, Ohio 43201614.859.6433 kennedy@a@battelle.org

* 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).

Project Outcomes (complete by 6/30/2015) Project Outcome 1 data: Building Report Card (Prepared for Success); Progress Monitoring Tool tracks project activities & staff PD participation; # students interested new CTE courses; pre/ post Summer Institute survey results; # students enrolled in FY16 new CTE courses; Curriculum pilot results; # staff completing train the trainer institute. Formative outputs: baseline/semester data in Prepared for Success Indicators; # staff participating in project PD; # new industry partners engaged; # units/lessons courses created; # staff trained to use new technology. Summative outputs: end of year data demonstrating changes in all formative output data points Project outcome 2: Data: treasurer reports on expenditures. Formative outputs: monthly and quarterly expenditures across DL2 consortium. summative output: end of fiscal year expenditures across DL2 consortium Project Outcome 3: Data: School Building Innovation Self- Assessment (all schools); System Re-design plans; # new courses/units created to increase career exposure; % consortium teachers who will teach coursework to students in more than 1 district; % students per school scheduled to take course(s) from a teacher at another school; # staff completing train the trainer institute Formative outputs: baseline/semester data- # new PD modules blended instructional strategies & accessible to all DL2 members; # digital/blended courses available to students in all DL2 districts expanding opportunities to build college/career readiness skills; # new systems created which allow & encourage shared services across district lines; # staff members teaching digital/blended curriculum across district lines; # students enrolled in digital/blended curriculum taught by teachers from other districts. Summative outputs: end of year data demonstrating changes in all formative output datapoints

* 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.

Progress Monitoring (method, process, procedures, systems) Project Director and Grant Manager will co-create database to monitor process and outcomes data. Project Manager will collaborate with principals to enter data monthly and monitor outcomes. Grant Manager & Project Director will meet twice per month to review progress and address problems as they arise. OHP Superintendent and Principal Meeting time will be used to report progress and address problems as they arise. OHP will develop plans for supporting MS/HS sites to address challenges arising from project implementation. Grant Manager, Project Director and Lead Treasurer will meet monthly to assess cost reduction progress. Monthly, Project Director will submit report to Boards of Education and Project Leadership Team to provide updates on all project activities. Project Leadership Team analyze data and recommend strategies to strengthen implementation and adjust processes to improve outcomes; staff perception surveys (pre-post summer institute); mid project data review at end of 1st semester; Ohio Report Card Prepared for Success indicators; quarterly lead treasurer & consortium fiscal officers report budget changes aligned with cost reductions; district system re-design teams provide ongoing feedback regarding implementation successes/challenges.

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.

Rubric Item 16. substantial impact and lasting value Within 6 years, 59% of Ohio jobs will require post-secondary credential and this year, Ohio's new Report Card will measure the extent to which schools are preparing students for college & careers. Yet, only 13% of students from consortium school districts currently participate in Ohio Hi-Point (OHP) CTE programs. DL2 will have a substantial impact and lasting value because 12 school districts are completely re-imagining how they will provide career exploration and workforce training to students and re-designing school operations to sustain this work long term. Recently, a news article quoted Ohio superintendents identifying a multitude of reasons why they can't provide middle school students with CTE programs. DL2 believes we not only can provide these opportunities, but that scaffolded career exploration should begin by 5th grade. In doing so, all students will enter high school with a deeper understanding of the many career pathways available to them in their community and throughout Ohio. As the project grows to scale, by 2020: a) All students in consortium high schools will graduate college/career ready - with higher ACT scores, more dual enrollment credits earned and significantly greater numbers of career credentials completed; b) the consortium will reduce expenditures by \$12,174,302 as measured by 5 year forecast and c) all buildings will have fully implemented their system re-design plans which create a shared service model ensuring sustainability of DL2 initiatives. Rubric Item 17. continuation of the project at the end of the grant DL2 is a capacity building project. OHP and industry partners will collaborate with 5-6th grade teachers to design units and lessons they can integrate within their own classrooms. OHP and 5/6th grade teachers will then use a Train the Trainer model to teach other teachers how to access and utilize these resources. Industry partners will already be engaged because they helped design the curriculum. OHP will work with 7/8th grade teachers to create the new Career Investigation course and middle level CTE training programs. This will ensure the new courses meet learning needs of middle level students and can be adapted in a variety of school settings. OHP will provide Instruction (MS/HS CTE training programs aligned to 4 in-demand STEM pathways) through blended/distance learning which minimizes costs to districts. Schools will be able to access CTE funds for training programs, but since children are remaining in their school, the majority of those funds will remain with the school - instead of going to OHP and districts will not have to incur additional transportation costs. OHP will be able to provide instruction to students from multiple districts at the same time, further reducing costs. Investments in technology to create Mobile Career Labs that will allow students to continue to have high quality- hands on learning experiences for which CTE programming is well known. Those opportunities will occur in regular school settings instead of at the Ohio Hi-Point campus or satellite campuses which will drive increased interest from students. They will be able to see exactly what their peers are learning and will want to participate also. DL2's greatest sustainability aspect is the partnership with Ohio STEM Learning Network through which middle and high school staff and leaders will re-design systems to encourage and support the shared service model which is essential to long term continuation. Teachers and leaders will work together to design the new systems - so they will be vested in both the process and it's outcomes. DL2 will continue this partnership with OSLN throughout the sustainability period for coaching/scale up supports until the new systems are fully in place.

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

MS Benchmark: By the end of 8th grade, 100% of DL2 students will have deeply explored career pathways building strong understanding of their interests and passions which includes development of an individual career plan that will guide their HS academic planning.
Measurement Strategies: Short Term (6/2015) 5-6th grade curriculum units created for implementation in FY15 250 middle school students will be registered to take a CTE funded elective course in FY16 Career Plan platform identified and software available in all project middle schools Long Term (6/2020) 100% 6th graders can clearly articulate two possible career pathways 500 middle school students will be registered to take a CTE funded elective course in FY21 100% 8th graders have individual career plans HS Benchmark: All DL2 high schools will meet or exceed Ohio's new Prepared for Success Report Card benchmarks. Short Term (6/2015) System redesign plan includes strategies to increase ACT participation System redesign plan includes strategies to decrease remediation System in place for OHP credentials to be offered at home high school System redesign plan includes strategies to increase student capacity for Honors Diploma System in place to share services across districts increasing AP coursework for all students Long Term (6/2020) DL2 students will exceed Ohio's benchmark for Prepared for Success indicators. ODE has not yet identified specific measurements. DL2 will align measurements spring 2014 as ODE releases new measurement for: % of students across the consortium will participate in ACT. % students needing 1 or more remedial college courses. % of students earning at least 3 college credits before HS graduation % of students who earn credentials from Ohio High Point % graduates will receive Honors Diploma % of students taking AP courses and score 3 or higher on exam

* Spending Reduction in the five-year fiscal forecast

Project Outcome 2: DL2 consortium will reduce instructional costs by \$12,174,302 Benchmark: By June 30, 2015, instructional costs will

decrease from \$164,570,655 (FY14) to \$162,109,719 Short Term reductions: During FY16 the consortium anticipates the following cost reductions - Personnel costs will reduce from \$87,258,675 in FY14 to \$85,916,870 in FY16 - Fringe benefit will reduce from \$35,587,745 in FY14 to \$35,216,114 in FY16 - Purchased service cost will reduce from \$28,078,535 in FY14 to \$28,076,035 in FY16 - Supply costs will reduce from \$5,044,800 in FY14 to \$5,044,800 in FY16 - Capital outlay will reduce from \$3,011,023 in FY14 to \$2,266,023 in FY16 - Other costs will reduce from \$5,589,877 in FY14 to \$5,589,877 in FY16 By June 30, 2020, instructional costs will decrease from \$164,570,655 (FY14) to \$162,180,634 Long Term reductions: During FY20 the consortium anticipates the following cost reductions - Personnel costs will reduce from \$87,258,675 in FY14 to \$86,136,104 in FY20 - Fringe benefit will reduce from \$35,587,745 in FY14 to \$35,303,279 in FY20 - Purchased service cost will reduce from \$28,078,535 in FY14 to \$28,076,035 in FY20 - Supply costs will reduce from \$5,044,800 in FY14 to \$5,044,800 in FY20 - Capital outlay will reduce from \$3,011,023 in FY14 to \$2,256,023 in FY20

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

Project Outcome 3: Redesign operational systems in middle and high schools which allow and encourage shared services across districts to reduce cost and more effectively prepare all students for future success. Short Term Benchmarks, by June 30, 2015: 10 professional development modules created which use blended instructional strategies and are accessible to all DL2 members 10 digital/blended courses available in FY16 to students in all DL2 districts which expand opportunities to build college/career readiness skills 5 new systems created which allow and encourage shared services across district lines 10 staff members who will teach digital/blended curriculum across district lines in FY16 350 students enrolled in digital/blended curriculum available throughout consortium Long Term Benchmarks, by June 30, 2020: 60 professional development modules created which use blended instructional strategies and are accessible to all DL2 members 100 digital/blended courses available to students in all DL2 districts which expand opportunities to build college/career readiness skills 10 new systems created which allow and encourage shared services across district lines 60 staff members teaching digital/blended curriculum across district lines 1,200 students enrolled in digital/blended curriculum available throughout consortium

* Other Anticipated Outcomes

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

DL2 is explicitly designed for replication as a model for not only career tech education, but also for middle and high school system re-design. It is directly aligned with federal education reform initiatives (Race to the Top- District, High School Redesign/Youth Career Connect and Perkins Reauthorization), state workforce demands and Governor Kasich's focus on connecting younger youth to career exploration and skills training. Ohio Department of Education has already begun enacting policies which will enable middle school students to earn CTE credits and is proposing changes that would allow weighted funding to flow to schools offering these programs. As these policies and practices move forward, many JVSD will want to begin these efforts. DL2 places Ohio Hi-Point and its partner districts in the position to support innovation across the state. DL2 is a capacity building initiative that will be facilitated by teachers and leaders in member districts. This is essential to replication. In general it will take 3-5 years to plan, implement, refine and sustain system changes. While Ohio STEM Learning Network's leadership and technical assistance is extremely important during design stages, work must be carried out every day by principals and teachers within their buildings and classrooms. This type of innovation requires paradigm shifts that will only occur when district leaders actively engage building leadership and teachers in the decision making process. Particular attention must be paid to building a culture of distributive leadership in every building. As this culture is defined, teachers will more fully embrace this expectation within their classrooms as they work across districts. Technology investments are also critical. Multiple districts can only share staff if technology capacities are similar across districts and if each building's schedule (day, hour, year) is flexibly designed. Mobile Career Labs allow CTE labs to come to schools which significantly decreases transportation costs related to moving students across districts for programming. Teacher professional development is essential and must be scaffolded to bring all teachers to a new level of comfort with technology that allows them to support students across district lines. 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. The new curriculum which will be developed for Career Discovery, Career Investigation and Career Preparation will be digitized, open source and available to any teacher in Ohio. This will allow DL2 to be more easily scalable and replicable in JVSD programs throughout the state. Ohio Hi-Point and partners will conference presentation proposals to share their work with other educators including - High Schools (and Middle Schools) that Work, Ohio School Board Association Capital Conference, Ohio Career Tech Education Conference, Ohio Innovative Environment Conference. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here. Ohio Hi-Point serves 14 school districts and 8 of them have joined this consortium. As the project demonstrates success, OHP will be prepared to scale the work to their remaining districts. Ohio STEM Learning Network has a presence in all areas of the state and will assist DL2 in sharing their work and leveraging resources to scale the project in other STEM Hub areas.

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

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

I 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). Dr. Jeff Price on behalf of Ohio Hi-Point and all consortium partners

Consortium

Ohio Hi-Point Career Center (051334) - Logan County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

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Partnerships

Ohio Hi-Point Career Center (051334) - Logan County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

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Implementation Team

Ohio Hi-Point Career Center (051334) - Logan County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Joel	Staudter,	Director of Improvement	Ohio Hi-Point (OHP) will convene partners & consortium members to continue project planning, implementation and evaluation. OHP will lead curriculum design work for middle and high school career development and training programs in partnership with teachers and industry partners. OHP staff will use blended/distance learning to implement blended learning curriculum programs in grades 7-12. District leaders & key staff will participate in OSLN system redesign institutes, developing and implementing a plan to redesign operational, structural & academic (including curriculum, course offerings, instructional pedagogy & academic learning environments) systems to expand shared services, reduce costs and improve achievement. OHP will purchase and maintain Mobile Career Labs and share Labs with consortium schools. OHP will act as purchasing agent for technology on behalf of districts. District staff will actively participate in OSLN training for teachers & leaders to build capacity to implement new learning strategies and effectively utilize technology to advance student achievement. OHP, in partnership with OSLN will use Train the Trainer model to ensure 5-6th grade staff in all districts are able to integrate Career Discovery lessons/units within their daily instruction. OHP will share results across Ohio to support replication. OHP will act as fiscal agent, ensuring all funds are	Ohio Hi-Point Career Center has worked in partnership with the districts since it started serving students in 1974. OHP actively engages both districts and industry partners in supporting education. Organizations from County Chambers of Commerce to local, regional and national/international businesses collaborate with OHP to allow students real world opportunities where students contribute their community and industry. OHP prides itself on advancing student learning and students can earn up to 30 college credits before high school graduation. OHP is one of eleven Ohio career centers that scored all A's on the 2012-2013 career technical education (CTE) report card. The CTE report card is a first for the ninety-two career technical districts in Ohio. CTE Report card uses data collected from the graduating class of 2011. It focuses on five components: achievement, prepared for success, graduation, post-program outcomes and federal accountability results; however, only three components will fall under the A-F letter grades: four-year and five-year graduation rates and post-program placement. The Ohio Hi-Point Career Center received A's in all three categories. Ohio Hi-Point Career Center has the capacity to lead this project because we have the knowledge, experience, and financial stability which is evident as we are operating only on the initial 2 mill levy passed in 1977.	Ohio Hi-Point Career Center is the trailblazer in the most recent push for industry and college ready students. OHP has been engaging in significant statewide efforts to shatter the "career center" stereotype. Last year 51% of OHP graduates continued education beyond HS. OHP had an 87% placement rate for graduates. Traditional career center model is for all students to be transported to a central location where they attend for all or half day. This model poses logistical, human resource and fiscal challenges for students and districts. OHP is a leader in offering satellite programs where CTE programs are housed at a home HS and students from any school can attend. Last year, 500 students attended the OHP main campus and over 1,000 attended satellite campuses. Last year, one of OHP satellite achieved national Project Lead the Way certification. In order to earn this prestigious recognition, a PLTW school must adhere to strict requirements, including teaching the PLTW curriculum, administering the exams provided, working with local business and industry, and providing them a clear pathway into post-secondary education.	

			<p>expended on time & according to approved fiscal practices. OHP will work closely with lead project management team to ensure ODE communication & reporting is complete, accurate & timely. Project management team will ensure all project activities are implemented with fidelity and project is completed on time/within budget. OHP will adhere to all Assurances.</p>			
Eric	Adlesberger	Treasurer/CFO, Treasurer	<p>Eric Adlesberger Treasurer/CFO, Treasurer Responsibilities (for this grant project) He will work closely with Project Leadership Team to ensure all fiscal expenditures occur on time and are within budget. He will communicate regularly with consortium district CFOs to ensure they understand expectations and are adhering to Assurances. He will follow ODE requirements for financial reporting and funds requests in a timely manner and according to grant requirements. He will work closely with Grant Manager and Project Director to ensure project sustainability and fiscal outcomes are reported and cost reduction goals are met. He will communicate expenditures to Project Leadership Team and consortium superintendents monthly/quarterly so the information is readily accessible to all Boards of Education and community members.</p>	<p>As Ohio Hi-Point Career Center treasurer for 17 years, Mr. Adlesberger has a very strong audit record and was most recently awarded the Auditor of the State Award for its 2012 audit and was honored by the Ohio Senate in 2013. Experience: Mr. Adlesberger has twenty-two years governmental financial experience. He possesses a very strong background in school finance and has been with Ohio Hi-Point Career Center's district for the last 17 years experience.</p>	<p>Experience: Mr. Adlesberger has twenty-two years governmental financial experience. He possesses a very strong background in school finance and has been with Ohio Hi-Point Career Center's district for the last 17 years experience.</p>	
Debra	Wortman,	Satellite Director	<p>Debra Wortman, Satellite Director Responsibilities (for this grant project): The Satellite Director will play an important role in the implementation of this initiative. Mrs. Debra Wortman has implemented all Satellite programming for Ohio Hi-Point Career Center since 2004. She will provide guidance and recommendations on curriculum</p>	<p>Mrs. Wortman has a strong background in career technical education serving students as a teacher and an administrator for over 25 years. During that time she has demonstrated leadership to embed satellite career technical programming in our partner school districts. Students and teachers have been recognized on the national level because of her strong leadership in curriculum, instruction, and finance.</p>	<p>Career Technical Business Teacher for 15 years, Satellite Supervisor and Director for 10 years.</p>	

			implementation, course offerings, and solutions for removing barriers to scheduling and executing distance learning.			
John	Case,	Technology Coordinator	John Case, Technology Coordinator Responsibilities (for this grant project): Mr. Case will play a vital role in coordinating the technology so it can communicate from site to site. In addition, he will play part in the developing professional development necessary for teacher to use the technology to it's maximum.	Qualifications: Mr. Case has a strong background in wireless networking, data center management, and managing Ohio Hi-Point Career Center's 1 to 1 laptop program.	Experience: John has 16 years experience in a technology leadership position. In addition, he has networked and been published on his experiences as a technology coordinator.	
Ohio STEM Learning Network	Contracted Personnel	Project Director	Ohio STEM Learning Network Contracted Personnel, Project Director Responsibilities (for this grant project): Project Director will coordinate all project activities. S/he will receive a consultant contract from Ohio STEM Learning Network to coordinate all project activities during the grant (FY15) and sustainability period (FY16-FY20). S/he will facilitate consortium planning meetings, coordinate and schedule professional development and work closely with principals, Grant Manager and District Liaisons to monitor progress, collect, analyze and report progress/evaluation. Project Director will be the primary contact with vendors and partners, speaking on behalf of OHP and consortium members. S/he will complete all project reporting to Ohio Department of Education and provide monthly/quarterly reports to district Boards of Education informing them of project progress and outcomes. S/he will meet regularly with Grant Manager and Project Leadership Team to review progress, recommend changes to processes when/if outcome measurements are not being met or as challenges arise. Together, Project Director,	OHP will contract with Ohio STEM Learning Network to provide a Project Director. An OSLN Consultant will be hired upon award. Project Director will have a strong background in educational innovation and project management. A deep understanding of rural school needs and a passion for ensuring all students graduate college/career ready will also be expected. A Bachelor's degree in education is required and a master's degree is preferred. Project Director will need to have experience in middle/high school administration and a successful record of project management and grant management.	Project Director will need to have experience in middle/high school administration and a successful record of project management and grant management.	

Grant Manager and Fiscal Director will ensure the project outcomes are met and finances are expended on time/within budget. S/he will ensure districts and partners adheres to Assurances.

Dustin

Pyles,

OSLN Consultant, OSLN Director of Operations

OSLN Consultant, Dustin Pyles, OSLN Director of Operations
 Responsibilities: Dustin Pyles will support OHP leadership as they implement projects. On a day-to-day basis, he will coordinate and manage professional development contracts on OHP's behalf. Pyles will supervise and support the Project Director, offering OSLN's resources to more effectively manage data collection and reporting. Mr. Pyles will assist OHP leadership and consortium members in expanding partnerships that will enhance and increase opportunities for students.

Dustin Pyles is the BattelleEd/Ohio STEM Learning Network Director of Operations. In this capacity he cultivates strategic STEM partnerships and collaborations throughout Ohio and nationally, ultimately enhancing STEM opportunities for students and educators. He manages operations and advocacy of the statewide STEM network impacting over 30 schools & training centers, including technical assistance, contracts/grants administration, development, policy-making and relationship management. Pyles facilitates and generates content for internal and external funding proposals and reviews other stakeholders' funding requests. Most recently, he has overseen the STEM Priority 2 Area of Ohio's Race to the Top (RtT) project/contract(s) including equipping eight regional training centers sites in Ohio STEM demonstration sites and partnering with university educator prep programs.

Pyles has supported the implementation and spread of Bill & Melinda Gates Foundation-supported College Ready Tools (CRTs) - leveraging the network infrastructure to deploy the tools in Ohio and other states (NY, TX, NC, TN, ID, PA). Through a grant from the Ohio Department of Education, Office of Career Technical Education, he manages the Ohio Equity in STEM grades 7-8 project, seeking to leverage the OSLN training center infrastructure to train educators on strategies that improve non-traditional participation in STEM career pathways. He represents OSLN and Ohio stakeholders on inter-agency committees, advisory boards and through presentations and panel discussions at regional, state and national convening(s). Dustin manages relationships and projects with local, state and federal government agencies and organization partners. He coordinates supports and provides technical assistance for designing new STEM schools, programs and initiative as well as the Ohio STEM school designation process via the network and expertise. Prior to his work at OSLN, Pyles worked in leadership, top-management and support roles for the Ohio Auditor of State and Tri-Rivers Educational Computer Association (TRECA) and Ohio Department of Education.

David	Burns	BattelleEd Consultant, David L. Burns, Director of Battelle STEM Innovation Networks (BSIN)	BattelleEd Consultant, David L. Burns, Director of Battelle STEM Innovation Networks (BSIN) Responsibilities: Burns will supervise and oversee all BattelleEd/OSLN supports and activities related to enhancing the educational experience and opportunities for students attending DL2 schools. Burns will leverage his experience in school design, education reform and spreading innovative school models, to improve OHP capacity to disseminate and replicate the described innovative strategies via the BSIN	David Burns is currently Director of Battelle STEM Innovation Networks and an officer of BattelleEd, which manages a portfolio of STEM networks including the 20-state STEMx network, the Tennessee STEM Innovation Network (TSIN) and the Ohio STEM Learning Network (OSLN). David Burns is Abd in Educational Leadership from University of Kentucky and has a Masters' Degree in English Language and Literature.	Director of Battelle's STEM Innovation Networks that includes the Ohio STEM Learning Network, the Tennessee STEM Innovation Network and STEMx, a collaboration of 11 state STEM education networks. For 3 years prior to his work at Battelle, David Burns was Executive Director of the Office of Transformation and Career Technical Education at the Ohio Department of Education. He has significant experience in STEM education, project management, leadership development and program development and technology integration. David Burns has also been a TEDx presenter in 2011.	
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