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Adjusted Allocation 0.00

Remaining -899,130.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Students Transitioning to Achieve Real Success (STARS)

2. Project Summary: Please limit your responses to no more than three sentences.
STARS targets SWD career success in a rural, at-risk area by valid assessment, improved skills, work, training, & collaborative opportunity.

This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.

This is the number of students that will receive services or other benefits as a direct result of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.

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<td>112 6</td>
<td>109 7</td>
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</table>
4. Explanation of any additional students to be impacted throughout the life of the project. This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

STARS directly impacts grades 6-7 in all districts through support and facilitating PD for teachers in use of Ohio Means Jobs, creating an environment of career exploration/self-discovery at early ages, in accordance with Ohio HB 487. Indirect impact on students with MD PreK-5th grade with access to assistive technology (AT) bank for development of literacy/communication/executive functioning skills, video modeling to develop social work behaviors. With an added facility and staff, 250 additional students will be training/working. Service areas will be expanded in the future with CARF accreditation; process is underway and should be approved by summer 2016. This will increase services to students based on needs/preferences and allow possible remuneration from OOD for some placement. A summer work program is in planning stages, pending Straight A funding and CARF credentials, for an additional 25 days of training, plus access to AT post-high school. 6,427 students indirectly impacted.

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

First and last name of contact for lead applicant
Cinthia Madej

Organizational name of lead applicant
Columbiana County Educational Service Center

Address of lead applicant
38720 Saltwell Rd., Lisbon, OH 44432

Phone Number of lead applicant
3304249591

Email Address of lead applicant
cmadej@ccesc.k12.oh.us

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

One of Ohio’s top priorities for K-12 schools is college/career readiness. Students with disabilities (SWD) in Columbiana County lack resources for transition to work or postsecondary education. CCESC and the Board of Developmental Disabilities (DD) provide special education and transition services for students w/significant disabilities (autism, multiple disabilities...) through authentic work tasks in community businesses, which need to be expanded and accessible. Transportation is limited by bus availability, creating barriers for student transition to work. These students remain underserved in terms of instructional tools needed to support educational achievement, independent living and career readiness. Students lack portable, accessible technology to provide curriculum/training supports, increased executive functioning, soft skills training, greater independence, self-advocacy and employment skills. SWD need access to vocational assessments that are thorough, individualized, and marketplace-relevant w/linkage to preparation for postsecondary education and
demonstrate your innovative project.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project.

   a. Student achievement

   i. List the desired outcomes.

   Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

   This programming will increase the overall graduation rate for students with disabilities. Often students with high-incidence disabilities such as Intellectual Disability (ID)/Specific Learning Disability (SLD) “fall through the cracks” when it comes to meaningful post-secondary planning and preparation. High school and career centers are increasingly tech-prep or college-prep, and students who don’t fit into those categories are left out of programming with little opportunity to gain skills that will prepare them to be work-ready, competent job seekers. Vocational assessment, career-based training, and technology as part of transition planning will increase success for these students. Volunteer job training in a variety of vocations, including retail, clerical, medical, hospitality and the trades will assist students in choosing future training or employment in areas that fit their interests and skills. Students can earn specific certifications to add to their resumes and portfolios to aid in their future employment or training. Staff will utilize comprehensive assessments to assist schools in transition planning, and implement a system of referrals and connections to adult services, local businesses, and post-secondary institutions. Middle schools using ODE’s Early Warning System to identify students 6th+ at risk of dropping out will be able to access important services through the STARS consortium.

   ii. What assumptions must be true for this outcome to be realized?

   Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

   Students who have participated in vocational assessment, soft-skills training, and authentic work experiences are better prepared to be productive workers. Industry and businesses require a workforce that is able to work cooperatively, follow rules and regulations, and communicate effectively. Students who are invested in their own future planning and relate learning to their interests and success are more likely to complete school and reach positive educational and vocational outcomes. Offering certification and/or training in areas of industry need in the region will increase students’ employability by building knowledge, proficiency and skill-sets. By utilizing information from the Advisory Board and participating business partners, with quarterly surveys and bi-annual meetings, we will increase marketability of
students skills. Technology plays an important role in education and employment. Technology-based strategies including video modeling are effective in training social and soft skills, particularly for students with ASD. With instruction and functional use of tools, SWD gain proficiency in job-related tasks. Assistive technology can remove barriers for students with physical, sensory, cognitive or communication disabilities. Technology can make jobs that were once virtually impossible for an individual with disabilities accessible (Dale, Ford; 2012). Video prompting and scheduling have had compelling success in overcoming structural and programmatic employment challenges.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

The Center for Community Solutions, in Northeast Ohio Regional Impact & Outcomes, states that "high school graduation rates are a tool to assess the success of the education system at preparing young people for life after school. High school graduation also affects life-long educational attainment, employment, and earning potential by preparing young people to participate and succeed in the regional economy.”

KSU's Ohio Longitudinal Transition Study (OLTS) surveyed students with disabilities on post-secondary training and employment. Evidence from the State OLTS, Spring 2015, showed that students with multiple disabilities had 37% higher Employment Outcomes (part-time) when Job Training Coordinator Services were provided. Employment Outcomes related to Work Study (full-time) were 35% higher for students with OHI, and 12% higher for students with LD. Improved Employment Outcomes Related to Career and Technical Education (part-time) were 20% higher for students with LD, 50% higher for students with OHI, and 60% higher for students with MD. These data demonstrate the need for a collaborative, functional approach to transition services for SWD. CCESC classrooms each have one reliable computer shared by teacher and students. Students need frequent opportunities throughout the day to access technology that can accommodate their deficits in literacy. Project RED found that technology-transformed intervention classes, such as classes for ...special education... "are the top-model predictor of improved high stakes test scores, dropout rate reduction, course completion, and improved discipline" (Greaves, Hayes, Gielen, & Peterson, 2012, p. 16). Our SLPs use iPads for video modeling and prompting, a research-based strategy to support executive functioning/communication skills. ISs will extend the strategy to teach other soft skills and specific job tasks. In Columbiana County, we currently provide community based career exploration experiences at local churches, farms, and businesses for students in our MD programs in MS, HS, and an Option 23 Transition program. The Option 23 program (students aged 18-22 who have completed high school credit requirements) utilizes two leased LTVs and participates in small groups at volunteer community sites with a job coach to increase individual skills and hone interest in specific careers. Five staff members are trained and certified to provide transportation with the LTVs. This has increased students' task completion, quality and quantity of work, workplace opportunities, and soft skills. We also work closely with the Dept. of DD and Bridges to Transition (OOD) to improve student outcomes. Middle and high school students receive 2-4 hours of community based job training weekly transported by bus between regular runs. Transportation remains a barrier due to scheduling limitations. Through STARS, we will increase the availability of job training to students in consortium schools who are in the high incidence categories of intellectual disability (ID) and SLD, as we are able to increase transportation options and provide training to staff. LTVs can transport consortium school students without additional cost as these districts house our ESC classrooms. Job site routes are short; adding weekly runs does not significantly impact costs.

iv. List the specific indicators that you will use to measure progress toward your desired outcome. These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

The average graduation rate for SWD in consortium districts will increase by 10% in five years. STARS will assist students in accessing appropriate, meaningful transition services early in their school careers. Beginning in 6th grade (with career exploration and work-embedded soft skill training occurring earlier), SWD and those identified as at risk will receive vocational evaluations that lead to a comprehensive career plan. 50% SWD who train at TTC will receive a recognized certification utilizing accessible technology. SWD who experience limited abilities in fine motor or communication modes have options to successfully learn to use technology, including mobile devices. It is anticipated that these numbers will increase as our served populations grow to include ID/LD identified students. 70% of first pilot year students who receive direct training will complete an interview for a community based job. To achieve this indicator, students must gain knowledge and skills in the specified job requirements, have sufficient communication skills to participate in an interview (with or without technology), and navigate to the job interview, with or without support. STARS components are essential in attaining such knowledge and skills: carefully matched skills, interests and job requirements, based on assessment; classroom instruction utilizing technology and assistive devices as needed to acquire oral and written communication skills. 25% of consortium district SWD identified who receive assessment and career training opportunities through this program will be employed within one year post-graduation. Students who have received thorough vocational assessment, Transition Services, and community based training utilizing appropriate interventions and technology, are more likely to have marketable employability skills. Based on the 2013 OLTS data, approximately 58% of students with disabilities surveyed were employed in some capacity in Ohio; specific stats on our county are:

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

Graduation rate: ODE data will be used to measure graduation rates. The latest available (2013) information shows the average graduation rate for SWD in consortium districts was 70.2%. The average graduation rate for all students (combined with gen ed) in these school districts was 88.7%. Data points will be collected annually, as report card data becomes available. We plan to see steady growth in the SWD graduation rate from the baseline. A trend across five years will be most accurate. Potential TTC trainees receive specialized vocational certifications available within our county. Local businesses and our Advisory Board will provide vital information related to the current needs in our county's economic climate. With increased access to technology, repeated practice and coaching, students will be able to complete program and testing requirements for certifications that improve their knowledge, skills, and safety, as well as increasing their marketability. Data will be collected through test results and self-reporting. Job interview: data for the number of students who interview will be kept for these students via provided digital tracking systems. This will enable evaluation of the efficacy of training, so that it can be modified proactively. Digital and video recording techniques and modeling will be utilized to provide a tangible, viewable tool for learning and behavior modification. Additional data will be collected annually through surveys. Students who are served through assessment and/or training will show improved outcomes related to attitudes, behaviors, career development, post-secondary training and employment. This will be measured through pre- and post- implementation surveys. After evaluation, we anticipate a 50% increase in the number of students who will receive a semester of volunteer community-based job training, utilizing community partners participating in CCESC's training program.
vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

The TTC (assessment, job training and employment), transportation, and technology are core to the student achievement outcomes. Our team is prepared to alter the course of the project in the following ways: - Redistribute and recruit personnel to provide an improved skill set match. We intend to hire a TTC paraprofessional to provide presence and oversight of the center during operational hours. Additional staffing via KSU business/education interns is available; KSU seeks partnership with CCESC for practicum placements on an ongoing basis. Teaching staff will be trained in assessment administration and advanced job skill development. Selected classroom staff with specific skills could be reassigned to promote project outcomes. - Provide additional training to teachers, parents, related service providers utilizing existing CCESC/DD and State Support Team 5 consultants. SST5 and CCESC consultants provide ongoing training pertaining to student achievement. Specifically, SST5 targets postsecondary transition and CCESC provides frequent technology training, particularly iPad and Google tools. Training on accessibility features and assistive technology is also available at no additional cost to consortium districts. - Acquire support from vocational assessment/curriculum producer. Valpar is providing six years of technical support; train-the-trainer model professional development at the start of the project ensures that ongoing trainings may be provided as staff turnover or refreshers occur.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

*Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.*

Cost savings will be realized through locally administered vocational evaluations and revised transportation services. While not a large amount in terms of the scope of this project, this is still a savings for small districts with very tight budgets. Cost savings due to transition from vocational evaluation/service contracts to efficient, local system provided by CCESC and partners DD and CCCTC. Currently, several districts contract with an outside agency to provide career assessment and connect to adult services. Career assessments from private agencies cost $1,000 each. Consortium districts desire a cost-efficient evaluation system they would use routinely. With the purchase of tools and software through grant funds and utilizing current staff and KSU interns, we will be able to provide at least 250 evaluations per year for Columbiana County students with disabilities and those at risk in the grant year and in subsequent years. These numbers could increase with trained district staff. Lowered transportation cost as a result of restructured job site transportation and more efficient vehicles. Our ESC classroom job sites are scheduled by the transition and transportation coordinators, who must work around various district school day start and end times as well as field trips or other community outings. With grant funds to purchase LTVs dedicated to job site use, CCESC teachers can schedule individuals or small groups at multiple sites, on multiple weekdays. The mileage cost calculation for LTVs is based on the same number of miles as current bus use; miles not used to return bus to garage each day are available for additional community work trips.

ii. What assumptions must be true for this outcome to be realized?

*Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.*

Client districts agree to utilize the regional assessment centers at TTC and CCCTC provided by this grant in lieu of contracting for outside vocational evaluations and transition services. It is also expected that non-client districts will use our facilities for students with low incidence disabilities. Tests must be valid and reports must be perceived as valuable by districts and families. More seniors will receive assessments in grant year than in the previous year as well, which are closest to exiting school. As years progress, the bulk of testing will be at 10th grade as students make decisions about Career & Technical fields, and at 6th grade to steer students at risk toward viable educational and vocational options. Administering 250 assessments between the sites is a reasonable expectation with current staffing: two transition coordinators (CCESC and DD), Transition IS, CCCTC IS, and interns from KSU's College of Education and College of Rehabilitation Counseling programs will be trained. During Option 23 job training at TTC, the IS can administer tests to our students with MD and others who attend those days. Eight students can be tested simultaneously at the sites (4 at TTC, 4 at CCCTC). Additional staff can be trained using the "Train-the-Trainer" model for future needs. LTVs run more efficiently than existing school buses. They are lighter and more fuel efficient, and can be stored at the host schools instead of the bus garage. Fuel prices fluctuate heavily; this budget reflects a fair estimate given recent trends. Classroom staff must be prepared to transport students to job sites. Classroom staff must be able to coordinate their own job site schedules, in collaboration with the transition coordinator. LTVs will remain at consortium buildings rather than return to the bus garage; therefore, additional job sites through the week may be added without increasing the fuel costs.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc.), or how these are well-supported by the literature.

Survey of district administrators regarding locally provided vocational evaluations yielded positive feedback, indicating that districts want a cost-effective measure of students' career potential and career plans that will guide student/family decision making for students at risk of dropping out and transition planning for SWD. Valpar products are valid and tied directly to the job analysis methodology described in the U.S. Department of Labor's Revised Handbook for Analyzing Jobs and is an approved instrument under the federal Workforce Investment Act. Valpar work samples have been analyzed with Methods-Time Measurement, a well-established method of analyzing work tasks. Students can additionally qualify for services through either OOD or an OOD contract program, which can provide service benefits at no additional cost to districts, that will also prepare them for their vocational goals. State law, especially OSB 316, mandates that students aged 14 and above with IEPs be provided Transition plans that contain measurable and attainable goals. OOD is the state agency assigned with preparing individuals with disabilities for vocational pursuits. We are currently leasing two LTVs for our Option 23 class, which allows students to travel to job sites for training at least three days per week, and utilize trips in the community for life skills training (buying groceries, doing laundry, practicing communication and financial skills in the community, etc.) This has increased our ability to add programming without adding transportation costs, such as driver overtime wages and fuel costs. Our Transportation department currently runs bus routes for 32 districts and ESC programming, stretching staff and resources to their limits. Replacing other job site bus routes with LTVs will further reduce the transportation costs to districts. Eliminating travel to and from the bus garage each day frees miles to add trips through the week and multiple trips each day. Substantial value is added by including additional consortium students who had not otherwise had opportunities to train and work in the community.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

*These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT*
Examples: increase in quality and quantity of employment applications to district; greater efficiency in delivery of transportation services, etc.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

Note: this is the preferred indicator for this goal.

anticipate as a result of this project.

iv. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well supported by the literature.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

TABLE (FIT).

$125,000 - savings to consortium districts based on vocational evaluations at $1,000 each. At least 250 evaluations will be completed. $125,000 represents the consortium districts' portion only, while students from all Columbiana County districts will also participate. When the project expands to other sites and additional service partners are identified (such as additional university interns, district liaisons...), additional students will be served. Individual districts save: East Palestine $28,750, Leetonia $20,000, Lisbon $22,500, Salem $53,750. CCESC will demonstrate savings of $25,783 in transportation costs during the project year, a $128,915 savings in the five year forecast. Calculations of the cost of busing CCESC SWD grade 7-12+Transition among job sites, including fuel, salary/benefits, and wear and tear/replacement costs ($33,430 annually for job sites, per T2 report) are compared to the corresponding cost of LTVs which will be driven by trained classroom staff ($7,647). Savings are comprised of negated overtime bus driver salary and benefits ($20,915), and reduced fuel costs ($3,692/yr for LTVs - est. 47.2 gal/wk x $2.30/gal x 34 wks) due to better gas mileage (9.5 mpg vs. 6.5). LTVs will remain at consortium buildings rather than return to the bus garage; therefore, additional job sites through the week may be added without increasing the fuel cost. Reduced wear and tear on newer, lighter vehicles is reflected in the $1,080 maintenance/replacement cost. Individual districts save: East Palestine $5,930, Leetonia $4,125, Lisbon $4,641, Salem $11,087.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

Based on commitment expressed by districts regarding local evaluation and job training, we expect the goal of cost reduction to be met. We are prepared, however, to make the following changes if needed. Should districts continue to outsource vocational evaluation contracts, we would focus on students with more intensive needs in our CCESC and DD classrooms, while contrasting services and cost benefits of STARS with services and costs of outside contracts. Actual cost reduction could vary based on fluctuating fuel prices. In case of prohibitive unforeseen issues that translate into costs would be resolved through the reallocation of funds at district level, such as hiring lower on payscale upon staff retirement.

1. Fuel cost


Individual districts save: East Palestine $28,750, Leetonia $20,000, Lisbon $22,500, Salem $53,750.

- Savings in purchased services related to vocational evaluations. Data points include: 1. Number of evaluations completed - baseline: 80 (target 250) 2. District, parent, student satisfaction surveys Savings in transportation costs related to busing CCESC SWD grade 7-12+Transition among job sites. Data points include: 1. Fuel cost - bus: baseline $142/wk (target LTV $97/wk, 42.1 gal/wk x $2.30/gal) a. Receipts: drivers retain receipts, grant coordinator collects monthly and charts cost (actual cost and gallons used) Savings realized may be greater because LTVs use unleaded gas instead of diesel. b. T2 report cost analysis semiannually by transportation coordinator 2. Fuel mileage - bus: baseline 6.5 mpg (target LTV 9.5 mpg) a. Fuel receipts: drivers retain receipts, grant coordinator collects monthly and charts gallons b. Odometer readings - driver reports monthly, grant coordinator charts miles driven 3. Bus driver salary/benefits - bus: $20,915 (LTV: $0)

12+Transition among job sites. Data points include:

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utilize specific industry relevant skills applicable to local jobs and business needs. Cross-district shared services such as transition coords., AT consultant, classroom/related services personnel, and KSU interns translate to increased student achievement and employment. The Center for Innovation in Transition and Employment at KSU has a well-documented research-based Transition Collaborative and field based programming to address Transition to Work for SWD. The assessment centers will share purchased industry-standard testing components and tech. with all districts. Mgmt team members will share efforts and responsibilities for STARS, working closely with the project director, Advisory Board and district personnel to ensure the timelines are met and the project is monitored and adjusted as needed. Shared services include an intern from KSU Coll. of Business Tech each semester including summer to staff and assist in retail store; interns from KSU Coll. of Educ/Voc Rehab to administer voc evals and assist in gathering data; CCESC to manage the tech bank students from any district may access for assessment or daily use in building/using employability skills; CCCTC will partner with CCESC/DD to host an eval center, providing a quiet room for testing system, space for the server, and clerical services; shared intensive PD will be a train-the-trainer model to expand the number of teachers trained over time and provide new staff with PD.

ii. What assumptions must be true for this outcome to be realized?

**Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.**

Districts have similar needs in career assessment/planning for SWD and at risk students that can be addressed efficiently through TTC/CCCTC assessment centers. District administrators list employability and college preparedness as top priorities. Districts share a need for community-based work experiences that meet requirements for career-based interventions and improve graduation and employment outcomes for students. STARS will expand the number of students who access career assessments, technology supports, functional training and job coaching, increasing their opportunities for employment. The TTC addresses the need in Columbiana County for individualized career assessment and job training. Students with SLD, ID, or emotional disturbance (ED) in consortium districts will gain needed access to job training similar to that provided by CCESC to students with low incidence disabilities. Accessible technology provided through grant funds are necessary to create supports for oral and written communication, executive functioning, and other skills critical to successful employment. By utilizing labor market information provided by businesses in the county and through surveys that we create, STARS will provide students with functional task skills that are aligned with existing business needs. We intend to provide a quality career assessment for each student with a low incidence disability, including students enrolled in the Columbiana County Educational Opportunity Center in Lisbon, SWD in 9th or 10th grade with interest in attending CCCTC, students with high incidence disabilities sent by districts, and students at risk of failure or dropping out of school. The STARS Advisory Board will review data quarterly to assess the health of the shared services and recommend adjustments. Collaboration with local businesses in this way will also assess their needs for training purposes (tasks that need to be performed) and employment purposes (number of jobs).

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

STARS expands the strong history of a collaborative consortium supported by business, community, and university partnerships, now including this ambitious initiative to support our students. Current shared services among CCESC and DD on behalf of district students in our programs include initiating business partners for job training sites, assessments, and linkage with adult services (OOD). Consultative assistive technology evaluation and training are also services CCESC provides; this grant will improve access to tools for trial and long term loan. Connection with adult students beginning in 10th grade ensures that assistive technology is replaced for students by the time they exit school. Transition specialists from CCESC and DD bring extensive experience and expertise to the project, including managing non-profits such as Goodness Grows, an organization that provides job training resources and integrated employment opportunities for students and adults with disabilities. Currently, the DD transition specialist is housed at CCESC, facilitating a close working relationship among transition coordinators from both agencies. ED and at-risk students from Columbiana County districts attend the Educational Opportunity Center at the Juvenile Justice Center in Lisbon, shared classrooms operated by CCESC. These students are in need of career plans, job training and work experiences that forge a path toward graduation, postsecondary training and employment. STARS will utilize existing resources such as Ohio Means Jobs to explore labor market information locally and regionally. This should be an intentional and consistent strategy for all SWD. Funding is available through Office of Disability Employment Policy to develop apprenticeships where there is need but none currently exist. This is especially true for occupations outside the construction trade. Apprenticeship and Pre-apprenticeship programs will be identified and utilized as authentic work experiences for SWD. This will also serve to provide community networking to improve employment prospects. CCESC and DD commit to training staff (transition coordinators, ISs) and interns to conduct assessments. A train-the-trainer model of professional development in the grant year ensures that future evaluators will be trained without a trainer fee. Beginning in the 2015-16 school year, Ohio Revised Code requires school districts to create a plan to provide career advising to students in grades six through twelve and to provide additional interventions and career advising for students who are identified as at risk of dropping out of school. STARS precisely addresses this need through a shared service. Significant efforts have been made toward researching the feasibility and effectiveness of this project. The management team has visited successful transition programs with options and characteristics that demonstrate our ideas are valid, realistic and sustainable. Our team has attended private showings of vacant buildings in downtown Salem, and has an excellent prospect to purchase. The building costs in our proposed budget reflects the purchase, inspection and any needed repairs of the prospective building, as well as costs for furnishings and fixtures.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

**Example: consolidation of transportation services between two districts.**

Indicators include: Students experience work opportunities outside their own districts. Students with SLD/ID who have not secured part time jobs on their own may have school based work experiences or career tech opportunities. None of the districts in Columbiana County transports these students for career based intervention. Students from each of the CCESC programs 7-12 participate in weekly (or more frequent) job site training. LTVs will create expanded opportunities for SWD 7-12 including SLD/ID/ED to work and train in community settings within and outside their district borders, broadening the scope of opportunity for employment for these young people. The retail store will be the hub of this shared service; most, if not all, SWD will experience some aspect of the TTC on a rotating basis. SWD operate and manage retail store under coaching and supervision. Job responsibilities include custodial/light maintenance, stocking, inventory, sales, marketing, fabrication, and customer service. Our classroom staff includes 2-4 adults per class, plus related service personnel who provide services on job sites. Assistants are skilled at supervising small groups' work while IS instructs others, facilitating work at multiple sites or work areas at same site simultaneously.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

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

- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

Enter Budget

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

Upload Documents

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

899,130.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a 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.

SALARIES: $8,377, includes: Professional Development: Stipends for technology train-the-trainer PD in summer ($7,446: 16 teachers, 4 days, $116.35/day); Stipend for Valpar train-the-trainer PD in summer ($931: 2 teachers, 4 days, others are under contract-no stipend). PURCHASED SERVICES $87,362; includes: Instruction $5,027: Teacher subs for PD ($104.72/day - 3 days, 16 teachers) for PD follow-up and program reviews during grant year; Support Services $40,455: Hire one paraprofessional store attendant for the TTC, 5.5hrs/day, 220 days/yr ($16,655: $13.93/hr, incl. $9.50 wages, $1.55 workers' comp/SS, $2.88 fee - contracted through Rachel Wixey and Assoc.); technology installation and set up ($3,600: 15/hr, 30 days); external evaluator for project ($20,000) Professional Development $10,800; Valpar system PD ($5,800: 4 days train-the-trainer model), IWB and software/apps PD ($2,000: 4 days), and operational and safety training for classroom staff to drive LTVs ($3,000, during Opening Day inservice); Facilities $30,000; includes Utilities for TTC ($6,000/yr); minor repairs/remodel for building $20,000;
Connection to CCESC’s existing fiber network in Salem for TTC ($4,000) * No additional annual fee for CCESC per TTC; Transportation $1,080: LTV maintenance costs ($18/hr, 3 hrs each, 4/yr, 5 vehicles). SUPPLIES: $255,431, includes: Supplies will include tablets/mobile devices and accessibility devices. SquareTrade protection plans are included in device cost. CCESC technology department will provide repairs on any damaged devices during years 4 and 5. This is included in Sustainability Costs under Purchased Services. Instruction $201,091 $100,575: Tablet devices include 1 year warranty plus 3 yr maintenance agreement (150) $670.50/ea $7,500: Protective cases (150) $13,600: Alternative input devices, computer and device interfaces for classrooms, test/training centers, AT bank $24,000: Software/apps for computers and mobile devices $2,400: AirPrint printers to replace existing 8-year-old printers; ink/paper already in budget ($16 @$150) $670: Laser printer, toner cartridges, paper for TTC report printing $39,164: Vocational evaluation software pkg/shands on pkg for Transition TTC, CCCTC $13,182: Certification courses, manuals and test vouchers (6 year license) National Retail Foundation, Serve-Safe, OSHA 10 General Industry and Safety Awareness Facilities $54,340 $3,000: Cable/supplies for fiber connection at TTC $50,000: furnishings, supplies for TTC incl. industrial storage, tables/desks/chairs $1,340: Point of sale system - cash drawer, label printer, barcode scanner, iPad stand, extra labels and paper rolls (using Square app - no monthly or annual fees) CAPITAL OUTLAY $543,585, includes: Instruction $63,585: Instructional equipment for the TTC and classrooms includes: server (2) for eval centers to host Valpar software $5,000; computers incl. 7 year hardware and labor warranty for classrooms (18) and eval centers (8) $28,600; IWB pkg (5) incl. all hardware and 6 yr warranty $21,000; and AAC devices to be utilized as assessment/trial tools by consortium districts (3) $8,985. Instructional equipment is integral to project in literacy instruction and accommodation, soft skills acquisition, and specific job skill training. Computers for middle and high school MD classrooms and multiple test/training workstations at CCCTC and TTC, IWB for classrooms that don't currently have one and TTC. Facilities $170,000: Retail store/training center building including inspection and closing costs Transportation $310,000: for purchase of LTVs (5) OTHER $4,375, includes: Facilities $1,500: Insurance for building, based on quote from insurance agency Transportation $2,875: Vehicle insurance ($5 @ $575) Insurance for LTVs will be part of transportation costs to districts in FY18-22.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

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<th>a. Sustainability Year 1</th>
<th>b. Sustainability Year 2</th>
<th>c. Sustainability Year 3</th>
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15. Please provide a narrative explanation of sustainability costs. Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

All sustainability costs are reflected in the consortium district Financial Impact Tables, as all costs are billed to districts. Costs incurred in maintaining and sustaining the project after the grant year are related to the following: PURCHASED SERVICES $28,510 FY18-20, $31,010 FY21, $36,010 FY22. Years 1-5, continue to contract for one paraprofessional store attendant for the TTC ($16,855: 5.5hrs/day, 220 days/yr ($13.93/hr, incl. $9.50 wages, $1.55 workers’ comp/SS, $2.88 fee - contracted through Rachel Wixey and Assoc.). Role of this person is to provide daily oversight of the retail aspects of the store and provide student supervision under the direction of the IS. Maintenance/repair of instructional technology will be contracted through the CCESC technology department: $2,500 per year in FY19-20. A 7 year parts and labor warranty is included with the Evaluation Center and classroom computers (Daktech). Interactive whiteboards include a five year maintenance agreement. Mobile devices are packaged with an additional three year service agreement. Based on repair/replacement history of CCESC classrooms, a conservative estimate of 1/40 of devices will need repaired, and 1/50 will need replaced due to breakage or loss per year. Tools in the accessibility packages (switch interfaces, switch mounts, etc.) are included in budgeted repair/replacement costs. PD each year for new LTV drivers: $200 ($100 per new driver for their first year only - estimated up to 2 new drivers per year based on staff turnover rates). Many classroom staff have received initial training and background checks as they drove DD LTVs for a summer 2013 work program. The contract for Valpar curriculum and evaluation products includes six years of software updates and support from the company. Also included is the first year of professional development for all teachers implementing the software. This includes CCESC and DD intervention specialists, and transition personnel from CCESC and CCCTC. Valpar vocational evaluation system requires a 4 day training for evaluators, included in the contract. All professional development will support a train-the-trainer model, so that participants will be ready to provide training for new staff as needed. PD, including Valpar and technology training, will occur on scheduled staff training days, such as August inservice day and waiver days; subs/stipends not needed. Facilities - Utilities for the TTC are expected to run $6,000/year, as estimated by a real estate agent with whom the team is working. Insurance is estimated at $1,500 by the insurance agent. Transportation costs - $1,080 FY18-21; $6,080 FY22: Regular maintenance ($18/hour, 3 hrs, 5 vehicles, four times per year; after 5 year warranty expires, repair costs expected to be approximately $5,000 FY22). CCESC has a preventative maintenance program in place for its bus fleet. Buses are serviced every 3-5,000 miles at $18/hour (3 hour average). LTVs will be serviced quarterly on a rotating basis. LTVs purchased through Myers Equipment will include a 5 year/100,000 mile warranty. Expected repair costs after year 5 ($1,000 per vehicle), as well as insurance costs for FY2018-22, are included in the budget. Fuel will not be an additional cost. In fact, fuel cost will be lowered due to better fuel consumption ratings than buses and lower-cost gasoline vs. diesel fuel. LTV insurance will run $2,875 per year ($575 per year vehicle). SUPPLIES $1,000 FY18-22: Paper products and other supplies for the TTC, including labels/receipt rolls for retail items. Copy paper for printing vocational evaluation reports is included.

100 16. What percentage of these total costs will be met through cost savings achieved through implementation of the program? Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program. Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment
STARS is designed to be sustainable for at least five years beyond the grant year. Once the building, vehicles and instructional/assessment technology are in place, sustainability costs will be offset by job site transportation changes and the shared service of school-based transition evaluations. In fact, these aspects comprise the Straight A goal of cost reduction as well. Utilizing LTVs in place of buses for job sites will save $25,783 per year. Savings are realized in not needing to pay the overtime wages/benefits for school bus drivers for job site transportation ($20,915), and reduced fuel costs ($3,692/yr for LTVs - est. 47.2 gal/wk x $2.30/gal x 34 wks) due to better gas mileage (9.5 mpg vs. 6.5) and cheaper fuel (diesel runs $0.60/gal higher, on average). CCESC bills districts for transportation services based on number of students served. Job site transportation is factored into that cost. Current cost for job site transportation only is $33,430 per year, including driver wages/benefits, diesel fuel, and cost of vehicle. The five LTVs purchased through STARS would replace the use of buses for job training, rather than add to the fleet for that purpose. Therefore, wear and tear costs are minimal, particularly because the LTVs are new. Our older buses experience more wear and more miles as they travel the rural, sometimes negligibly maintained roads of Columbiana County. Our new fleet of LTVs, housed at consortium schools, will travel limited areas to local job sites. These vehicles will be used only for specialized transportation, not paratransit, extending the life of the vehicles. With the purchase of LTVs through Straight A funds, the cost of use is $7,647 per year (maintenance + insurance +fuel). CCESC's preventative maintenance program will keep LTVs in top shape ($1,080 annually for all). Any additional maintenance or repair will be accommodated through a fleet rotation managed by the transportation coordinator, in consultation with intervention specialists, considering job site schedules. LTVs purchased through Myers Equipment will include a 5 year/100,000 mile warranty. Additional maintenance costs after year 5 ($5000), as well as insurance costs for FY18-22 ($2875), are included in the Impact Table. Vocational evaluations through an outside agency cost $1,000 per student. All member districts indicate a desire for a cost-efficient evaluation system that they would use routinely. STARS will provide approximately 250 evaluations per year for SWD and students at risk of dropping out of school. Consortium districts contract to provide $125,000 worth of vocational evaluations for their SWD alone. This savings for consortium districts is reflected in the budget. While not a measured cost for this project, schools and communities lose money when SWD select inappropriate vocational programs. This is due to the re-training costs of time and money for SWD as they attempt to randomly pick and choose vocations rather than use a targeted assessment model. Conversely, both districts and SWD save when choices are made based on realistic assessment of needs, skills and interests. Given the vast amount of information about skills, interests and needs that are obtained, through vocational assessment, best practice is for all SWD to receive this benefit. STARS will promote an increase in evaluations throughout Columbiana County (250 per year) leading to aligned instruction and programming. Districts desire a cost-efficient system, which STARS provides, so that increased numbers of students can receive evaluations. With the numbers of students districts project they will send, savings far outweigh costs in other areas.

0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.

Reallocations implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

All sustainability costs were covered through cost savings realized by implementing the project. Our grant-funded evaluation tools, restructured job site transportation and shared services allow us to accomplish this innovative project without the necessity of reallocation of funds.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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/partners' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Key Personnel information by clicking the link below:

Add Implementation - Key Personnel

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date RangeSeptember 2015 - April 2016

b. Scope of activities - include all specific completion benchmarks.

A variation of this project was submitted to Straight A in 2014. Based on programmatic feedback, the team researched business models and options, reorganized and revised the project. Through multiple discussions with districts and business partners, this truly innovative approach to preparing students for post-graduation outcomes was conceived. Sept.-Nov. 2015: Researched best practices and most current data on employment trends, assistive technology, and transition practice for students and adults with disabilities. Transition Team received training in small business start-up, researched county area for appropriate location for business and training center, began devising business plan with KSU-T Small Business Development and Salem Opportunity Development Consultants. Approached local County Chambers of Commerce and Business Leaders for support and interest. CCESC/DD personnel reviewed transition data, finalized project
22. Implementation (grant funded start-up activities)

<table>
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<tr>
<th>Date Range</th>
<th>Activities</th>
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<tr>
<td>March 2016 - August 2017</td>
<td>a. Date Range May 2016 - August 2017</td>
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<td>b. Scope of activities - include all specific completion benchmarks</td>
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<td>Mar 2016: Mgmt team completes purchase of building for TTC; tech dir, AT specialist make tech purchases for classrooms and AT bank; transp dir purchases LTVs April 2016: Convene Business Advisory Committee; Complete 1st Survey; Devise Google group for real-time contact with Staff, Partners, and BAC members Apr-July 2016: Complete any necessary repairs to TTC building, using CCESC maintenance, CCTC Construction students or staff or contractor. June-August 2016: tentative summer work program for SWD assisting w/building preparation; hire staff for TTC Aug 2016: PD; Tech dept. installs servers/computers/software/devices/POS system; team sets up eval centers, storefront; obtain inventory from local manufacturers/artisan; collaborate with KSU bus. and educ. schools to secure 3 interns; ISs/transition coordinators revise job site transportation schedule based on business partners' preferences; AT specialist to set up tech loan system. Sept. 2016: Begin assessment cycle; use voc. assess. info for planning at student's annual IEP meetings; MD classrooms and consortium SLD/ID students use LTV's for community based job training in local area; use technology in classrooms; utilize the Kent State business/technology class to develop/implement marketing &amp; management strategies (as per prior agreement with Tim McFadden, Program Director for College of Business Technology / KSU Salem). Oct 2016: Projected soft opening of retail store, &quot;Reach for the STARS.&quot; Store will be open limited hours (Saturdays events); follow-up tech PD for ISs; management team to facilitate review of progress based on planning and implementation benchmarks to date Oct. 2017: Advisory Board survey. Jan 2017: Advisory Board Meeting Feb-Mar 2017: Follow-up tech PD for ISs, mgmt team to facilitate review of progress based on planning &amp; implementation benchmarks to date; news media coverage of store Grand Opening April 2017: Advisory Board survey May 2017: Follow-up tech PD for ISs, review progress.</td>
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23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

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<th>Date Range</th>
<th>Activities</th>
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<tr>
<td>June 2017 - June 2017</td>
<td>a. Date Range June 2017 - June 2022</td>
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<td>b. Scope of activities - include all specific completion benchmarks</td>
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<tr>
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<td>June 2017: Summer Work Program; Evaluate success of project - mgmt team to compile data, evaluators analyze data and generate feedback. Based on report, the team and Advisory Board communicate to recommend continued implementation, expansion, or reduction of program; Data will be aggregated into presentation form to share at state and regional conferences Fall 2017: Collaborate with KSU team to explore areas in eastern Columbiana County to replicate the TTC model; support changes in classrooms, job sites, student needs; utilize feedback from Advisory Board to adapt STARS program; continue to facilitate career exploration in middle schools in accordance with HB 487. Jan 2018: Communicate info about STARS to all stakeholders within the county via local media and real-time website documentation; queries and requests for specific information will be posted by staff on the STARS Google Group site, so as to provide immediate feedback; info also provided to the greater educational community via presentations and publications 2018-19: Collaborate with KSU to submit relevant project outcomes for publication in educational and rehabilitation counseling journals. Continue to aggregate data, refine and expand programming based on student achievement and program effectiveness. Anticipate that CARF will be fully implemented, to provide additional funding source for services provided. Multiple-agency programming will be in place to provide linkages to adult and other needed programming. FY 2018-2022: Continue exploring ways of expanding/creating revenue streams via product sales and virtual marketing. Seek subsidiary partnerships w/ KENT/YSU to pursue federal and corporate funding for expansion/upgrade of vehicles, equipment and technology. Evaluate and improve county-wide system based on continuing feedback from all stakeholders; provide consultative services for other seeking to implement similar programming. Explore additional certification and apprenticeship programs.</td>
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</table>

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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 TTC represents a significant change in the instructional environment. Students will experience a seamless transition from assessment to training to job coaching and potential employment in this model storefront. Intervention specialists and related service providers will teach functional skills in a natural context, significantly enhancing opportunities to generalize learned concepts and skills. Increasing the number of community-based learning experiences will impact additional students who would benefit from authentic work-based experiences. Our unique model of vocational evaluation and job training in a career based environment presents students with options never before seen in Columbiana County. Positive changes in the instructional process will occur when students use technology to access curriculum and job tasks, attain greater independence in job training, and achieve industry-recognized certification. Not only are mobile devices an efficient way to access information, they will be indispensable in transforming the learning and vocational opportunities for our students. Through professional development with follow-up, peer consultation and periodic refresher courses, intervention specialists will incorporate the use of...
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...

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Phillip Rumrill, Ph.D., CRC Kent State University 413 White Hall Kent, Ohio 330-672-0600 prumrill@kent.edu Robert Cimera, Ph.D. 405J White Hall Kent, OH 330-672-0202 rcimera@kent.edu

Evaluation of the impact of project activities will be guided by a single-group, quasi-experimental design whereby participating students will complete several attitudinal and behavioral measures upon enrollment in the project (i.e., baseline assessment) and at 12-month intervals thereafter (i.e., follow-up assessment). Repeated measures, analyses of variance (for continuously coded variables) and chi-square analyses (for categorically coded variables) will be used to determine over-time effects of the project on participants' attitudes and behaviors related to their future career development and independence. Baseline performance will be compared to performance on the 12-month follow-up assessments on measures such as rate of paid and/or volunteer employment, optimism regarding future career prospects, knowledge and use of community resources to support employment, career preparatory activities (e.g., development of resumes, job seeking skills, informational interviews, enrollment in the state vocational rehabilitation program), parental satisfaction with shared services, use of and proficiency with AT to support employability), and awareness of career interests and aptitudes. These data will be collected via telephone interviews and online surveys conducted by the project evaluators. We also expect the project to have the following long-term outcomes: - HS graduation rates that exceed the county standard for SWD by 10% over a five year period -50% SWD who train at TTC will receive a recognized certification using accessible technology -70% of pilot year students will complete an interview for a community based job -25% of consortium district SWD who receive assessment and career training opportunities will be competitively employed (at or above minimum wage, not in sheltered workshop) in the community within one year post graduation -250 vocational evaluations will be completed during the implementation year -use of new LTVs will decrease job site transportation costs in comparison to 2014-2015 school bus transportation costs -building will be purchased during implementation year -the small business known as "Reach for the STARS" will be fully operational with 3 part-time employees by the end of the implementation year -3 interns from KSU will be in place to assist business operations and student evaluations during Fall and Spring semesters; one intern will be in place during summer work program Advisory board meets bi-annually and members complete quarterly surveys to keep team apprised of market needs and changes All project evaluation activities will follow a Continuous Quality Improvement approach whereby information gleaned from the 12-month follow-up assessments will be used to modify the intervention as warranted. Regular input will be sought from students, parents, transition coordinators, secondary IEs, district administrators, state vocational rehabilitation counselors, employers, project staff, and our project Advisory Board. These important stakeholders will guide us in determining the most effective ways to improve the timeliness, responsiveness, and efficiency of project services and activities. The principle investigator will communicate regularly with ODE grant officials regarding stakeholder feedback and how it will be incorporated to enhance the efficacy of STARS. Project staff will share lessons learned from the project with other educators, adult service providers, district administrators, parents, disability advocacy organizations, employers, AT specialists, and people with disabilities, in a variety of ways. These will include presentations and networking at state conferences, website and social media, electronic newsletters, print and broadcast media, speaking at chambers of commerce and other civic organizations. We will provide technical assistance and capacity-building consultation to other districts or consortia interested in replicating this innovative project.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

STARS represents a collaborative effort to improve educational achievement and employment outcomes for SWD. It is an innovative yet practical solution designed to ameliorate unique problems in our rural, at risk area. It is easily replicated; furthermore, components of STARS can and should be revised to meet particular needs. To increase efficacy in another county or setting we can facilitate vocational assessment and technology training using our qualified professionals. Our staff and partners can provide technical assistance to districts or consortiums interested in replicating our model, based on our experience and research. Services from Kent State Small Business development are available at no fee, and workshops are available at minimal cost. Planning for such a project must take into consideration local resources and actively forge partnerships. Smaller districts could duplicate the project with one assessment center. The TTC Retail Training center can be replicated in another area of the county, or regionally, contingent on availability of commercial property and a business plan that reflects area needs, (e.g., document shredding service, vehicle detailing, resale clothing store). KSU’s College of Business Technology and Business Management, College of Education, and College of Rehabilitation Counseling can provide additional help through student internships, independent studies, and practicums that are valuable to their programming and beneficial to our county school districts. This project presents numerous opportunities for advanced study and research. Our KSU partners and the management team plan to study student cases as well as overall project evaluation results and present findings at state and/or national conferences, such as Ohio’s Special Education Leadership Conference and CEC. Within the ESC programs and district classrooms, significant expansion of opportunity to build career paths will occur at earlier grade levels as the project moves forward. Students with disabilities Kindergarten and up will have access to assessment tools from the assistive technology bank, expediting decision making regarding necessary AT. CCESC and SST5 professional development will equip teachers with instructional strategies and free tools such as Ohio Means Jobs (including new reporting tools).
Younger students may be referred for initial job skill assessment as districts see need. Additionally, providing linkages to available adult services prior to graduation will increase student support systems as they enter the world of work. Client and non-client districts as well as districts from neighboring counties may send at-risk students and students with low incidence disabilities to one of our regional assessment centers. Non-consortium districts will pay a small fee for this service, which will cover our costs yet offer districts significant savings. We envision this project scaling up as districts see the positive impact on student outcomes. The opportunity for capacity building for both Training and Assessment Centers is considerable within our county, and as a model for other rural counties which have similar needs. Ohio’s Employment First Initiative demands that SWD are given every opportunity for competitive, integrated education, training and employment. KSU’s success in research and transition training models, and their dedication of staff oversight and graduate interns, indicates that this project is likely to be replicated in other regional areas they serve. The Training/Assessment Center Model addresses the needs of our SWD in the changing landscape of 21st century skills for learning and career development.

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).

Anna Marie Vaughn
### Consortium Contacts

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Joseph</td>
<td>Shivers</td>
<td>330-332-0316</td>
<td><a href="mailto:ShiversJoe@salem.k12.oh.us">ShiversJoe@salem.k12.oh.us</a></td>
<td>Salem City</td>
<td>044735</td>
<td>1226 E State St, Salem, OH, 44460-2222</td>
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<tr>
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<td>Belinsky</td>
<td>330-308-7479</td>
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<td>Kent State University Tuscarawas</td>
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<td>McFadden</td>
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<td>Cimera</td>
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<td>Kent State University</td>
<td>062976</td>
<td>234 Michael Schwartz Center, Kent, OH, 44242-0001</td>
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</tr>
<tr>
<td>Audrey</td>
<td>Null</td>
<td>330-337-3474</td>
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<td>Salem Area Chamber of Commerce</td>
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<td>713 East State Street, Salem, OH, 44432</td>
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<tr>
<td>Mike</td>
<td>Mancuso</td>
<td>330-337-7669</td>
<td><a href="mailto:mike.mancuso@concepts2companies.org">mike.mancuso@concepts2companies.org</a></td>
<td>Salem Area Sustainable Opportunity Development Center, Inc. (SOD)</td>
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<tr>
<td>David</td>
<td>Shivers</td>
<td>330-337-8514</td>
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<td>Salem Historical Society</td>
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<td>208 South Broadway Avenue, Salem, OH, 44432</td>
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<tr>
<td>Neal</td>
<td>Gunderson</td>
<td>262-797-8488</td>
<td><a href="mailto:NGG1@aol.com">NGG1@aol.com</a></td>
<td>Valpar International</td>
<td></td>
<td>12778 W. North Ave, Milwaukee, WI, 53005</td>
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## Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Education</th>
<th>% FTE</th>
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<tbody>
<tr>
<td>Cinthia</td>
<td>Madej</td>
<td>Special Education Consultant</td>
<td>Project director; Communicate project goals and activities to stakeholders; oversee the project activities, expenditures (budget); solicit Advisory Board members; provide PD in the assistive technology process, AT tools and accommodations; manage distribution of iPad apps</td>
<td>Licensed in Speech-Language Pathology and Supervision; skilled in standardized test administration, task analysis, data collection</td>
<td>32 years experience in special education, including speech-language pathology, SLP supervision, special education consultation, and assistive technology services. Successful grant writing and implementation experience in educational and assistive technologies and deaf/hard-of-hearing resources.</td>
<td>BS/MA in Speech-Language Pathology from KSU; coursework in supervision (AU) and assistive technology (BGSU)</td>
<td>30</td>
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</tr>
<tr>
<td>Kathryn</td>
<td>Kromer</td>
<td>Transition Coordinator (CCESC)</td>
<td>Coordinate transportation and job site placements with classroom staff, complete vocational assessments and reports; facilitate training, staffing, and management of &quot;Reach for the STARS&quot; program and TTC building, provide PD in assessment, job coaching, and transition practices; collaborate with Advisory Board and evaluation team to gather data, collaborate scheduling and management of Kent State Interns</td>
<td>Masters Degree in Special Education, Transition To Work Endorsement, successful grant writing and implementation</td>
<td>27 years of teaching including 22 years High School special education including work/study programming; 1? years as Transition Coordinator; President, Board of Directors, for Goodness Grows, a non-profit specializing in integrated employment opportunities for students with disabilities (summer work program), utilizing interns from Kent State and Youngstown State</td>
<td>BS in Education, Bowling Green State University; Masters in Education, KSU; Transition to Work Endorsement, KSU</td>
<td>40</td>
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</tr>
<tr>
<td>Curt</td>
<td>Kaiser</td>
<td>Principal-Student Academic and Special Services</td>
<td>Provide assessment and server space, utilities, clerical assistance, one intervention specialist to be trained in vocational assessments and reporting, staff and center oversight, refer CCCCTC students and prospective students</td>
<td>Director-Columbiana County Career and Technical Center's Alternative School: Fall 1995- Spring 1999 Supervised at risk and disabled student population in an employability prep/high school graduation program located at the Juvenile Court Building in Lisbon, Ohio. Referred potential students for Vocational testing and attended meetings with students, parents and home district representatives</td>
<td>Supervised Columbiana County Career and Technical Center instructional and special education staff which at one time also included a Vocational Assessment Facilitator. Referred potential students for Vocational testing and attended meetings with students, parents and home district representatives to discuss results and</td>
<td>BA in Accounting-Mount Union College, Master's-Sports Administration KSU; AU-Massillon Principal License coursework</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Shirley Bowald</td>
<td>Transition Consultant</td>
<td>Complete Vocational Assessments and reports; facilitate training and staffing of CCCTC Testing Center, Manage Referrals to Adult Services, assist in PD for assessment and transition</td>
<td>Masters Degree in Counseling; Bachelors Degree in English; Related training and certifications</td>
<td>Prior successful grant writing and implementation going back over 20 years, including State programs and Federal programming (Governor's Drug-Free schools and Communities and Federal including directing Workforce Investment Act Youth Program); Directing, leading and facilitating youth-related programs in not-for-profit sector; coursework in career theory, strategy and implementation</td>
<td>Bachelor of Science in English, U of Kentucky,; Masters Degree in Counseling, Asbury Seminary</td>
<td>20</td>
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<tr>
<td>Debra Seevers</td>
<td>Intervention Specialist</td>
<td>Complete assessments and reports, provide oversight and schedule training with TTC center store, assist in PD as needed, facilitate KSU staff TTC center</td>
<td>extensive experience with Transition-aged students, curriculum development, data collection, utilizing assistive technology and sign language, job coaching, and development of local business relationships</td>
<td>Special Education Teacher, 32 years, focusing on MD High School and Transition education, sign language instructor</td>
<td>Bachelor of Science in Deaf Education, Elementary Ed. certification, Master's in Special Education, Transition To Work Endorsement</td>
<td>25</td>
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</tr>
<tr>
<td>Angela Arbogast</td>
<td>Transportation Director, CCESC</td>
<td>Purchase LTVs, train and test drivers, schedule maintenance and repair, facilitate routing, coordinate LTV use with districts, assist in compilation of cost efficiency data and T2 information</td>
<td>Supervisor Certificate, Ohio Pre-Service School Bus Driver Training Program, Transportation Director</td>
<td>Experience dispatching and routing for multiple districts; coordinating maintenance intervals with garage staff</td>
<td>AA in Arts and Science, Kent State University</td>
<td>10</td>
<td></td>
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</tr>
<tr>
<td>Joe Warchol</td>
<td>Director of Technology</td>
<td>Install and manage 2 servers, install computers in classrooms and assessment centers, install software, manage iPad distribution, delegate technical support</td>
<td>Service and support of computers, file servers and printers; responsible for selecting vendors and placing orders; provide professional development; grant writing, technology planning, Federal E-rate program; TCP/IP, IIS Web server, Domain Name Service, Video</td>
<td>20 years experience w/technology implementation in schools; instrumental in supporting technology in STEM grant and others across Columbiana County</td>
<td>Associate’s Degree in Electronic Technology, ATES Technical Institute</td>
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conferencing and Cisco routers.