<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>100</td>
<td>19,250.00</td>
<td>3,080.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>22,330.00</td>
</tr>
<tr>
<td>Support Services</td>
<td>0.00</td>
<td>0.00</td>
<td>177,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>177,000.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td>50,000.00</td>
<td>8,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>58,000.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3,000.00</td>
</tr>
<tr>
<td>Safety</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1,187,302.00</td>
<td>0.00</td>
<td>1,187,302.00</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>0.00</td>
<td>0.00</td>
<td>19,150.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>19,150.00</td>
</tr>
<tr>
<td>Indirect Cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>69,250.00</td>
<td>11,080.00</td>
<td>196,150.00</td>
<td>3,000.00</td>
<td>1,187,302.00</td>
<td>0.00</td>
<td>1,466,782.00</td>
<td></td>
</tr>
</tbody>
</table>

Adjusted Allocation 0.00

Remaining -1,466,782.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Career Connections Student Center (CCSC): Bringing the Workplace to EVERY Student!

2. Project Summary: Please limit your responses to no more than three sentences.
   In partnership with Ohio Means Jobs, our CCSC will promote greater student achievement and shared services in Career Connections.
   *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.*

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Pre-K Special Education</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>567 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>595 9</td>
<td>628 10</td>
<td>848 11</td>
<td>793 12</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>565 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>570 9</td>
<td>565 10</td>
<td>850 11</td>
<td>850 12</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>570 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>570 9</td>
<td>570 10</td>
<td>850 11</td>
<td>850 12</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>570 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>570 9</td>
<td>570 10</td>
<td>850 11</td>
<td>850 12</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>570 7</td>
</tr>
</tbody>
</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.

Students who will be directly impacted during the implementation and grant year 1 will be 3,994 students between the 8 schools in our consortium over a 3 county area. As consortium members, these students will have first access to the CCSC; however by year 1 we expect the CCSC to be operational and can be scheduled for additional students. There are 22 school districts in our 3 county area with over 15,000 students. Assuming each student spends a full day in the CCSC completing activities and projects and we use the small group estimate of 50, that would provide 9,000 a full day opportunity, 18,000 at the 100 estimated maximum capacity. Additional students could use the CCSC during summer months as well for an ultimate capacity of well over 20,000 students per year impacted through our project. Countless other students could be impacted by digital media content through the CCSC and project replication.

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

First and last name of contact for lead applicant
Missy McClurg

Organizational name of lead applicant
Delphos City Schools

Address of lead applicant
901 Wildcat Lane

Phone Number of lead applicant
567-712-0819

Email Address of lead applicant
mmcclurg@delphoscityschools.org

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

Although all schools in Ohio have adopted a Career Advising Policy in accordance with Ohio law for the 15-16 school year, many districts do not have the technology, industry specific tools or physical resources for students to carry out suggested grade level activities according to the Career Connections Framework (CCF). According to the CCF, students in grades 6-8 should discover work environments and understand the various aspects of the workplace. Students in grades 9-12 should engage in advanced experiences that offer hands-on opportunities in a workplace. Suggested career exploration activities include job shadowing, mock interviews, career speakers, field trips and mentors. Career Connections resources such as Ohio Means Jobs are providing valuable online resources to help students connect to the real world; however outside of Career Tech Schools, there are no shared services models between school districts in the area of Career Connections to provide these opportunities for students. In some cases, the same businesses are being asked by multiple schools to assist in career exploration activities, and many are not able to help due to regulations or confidentiality laws. It is almost impossible to schedule an entire
class job shadowing experiences based on each students' personal needs and interests. It is more challenging for an entire school, and impossible for all students in the state of Ohio! Our CCSC provides an innovative solution to this problem by bringing the workplace to our students! Currently in Ohio, 22% of students attend Career Tech Schools, where they maximize their learning success with real-work knowledge and skills. The remaining 78% Ohio students also need to see the relevance of what they learn in school to their future. How can we deliver shared services and physical resources for students to achieve ambitious Career Connection objectives with a 10x improvement over current methods is the current problem, our project will solve!

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

Our CCSC was designed around moonshot thinking in the area of Ohio's Career Connections. For true innovation a project should not aim for a mere 10% gain, but rather a 10x improvement over what currently exists. Our CCSC will provide "THE" place to take students where they will become the problem solvers, risk takers, critical thinkers, team players and innovators to solve problems in a real world setting. Please see "CCSC Proposed Floor Plan". Our CCSC is designed around the users, our students. Our floor plan has a simple design with 5 main spaces. The 1st is an Audio Visual room where students can record and edit career exploration digital content & participate in focus groups. Student interviews over their experiences in the CCSC can be saved to their Ohio Means Jobs (OMJ) Backpacks & shared in a weekly recording of highlights on the CCSC YouTube channel. The 2nd space is designed to replicate a board room. This multipurpose room provides the setting for students to participate in simulated board meetings, interviews, conferences & projects. The design includes interactive equipment to allow students to connect with students, businesses, & leaders all around the world through Google Hangouts. The 3rd space includes 15 modular career pods, see "Modular Career Pod Example" and 10 interview stations for students to complete mock interviews using OMJ Interview Practice Center. Career pods replicate collaborative work stations. Each station has a monitor with hub to connect multiple power, data, audio, VGA, USB, etc. Each pod has 3 laptops for student use & will be tool for 3 careers, creating 45 possible career exploration paths. Career exploration paths will be based on those jobs with highest demand in Ohio. As demand changes, the career pods can be retooled. In consultation with our community & business leaders, we will use current career videos from the Ohio Broadcast Educational Media Commission YouTube channel, as well as create our own job shadow videos for students to see visually what a day in the life is like in careers they are interested in. Our videos will incorporate YouTube Annotations for interactive videos in the "Choose Your Own Adventure" style. Each career pod will have the equipment/tools for students to practice skills most in need for that career path. For example, students in the Accounting pod may take inventory, calculate production unit costs, present financial statements in the board room meeting, etc. An engineering pod focusing on the industrial side may give students a puzzle to identify problems with current production flow. See "Modular Career Pod Example" for a complete Biomedical Engineering example. This path would be 1 of the 45 and is tiered based on educational level and then further by grade level tasks (7-8, 9-10, 11-12). We will work with our community leaders and economic development groups, to ensure our pods replicate the real workplace with the real software, tools & equipment currently used in the workplace. The 4th space is an interactive lecture space. Like the board room, it is equipped for connectivity through Google Hangouts. It also provides an area to record community and business leaders spreading ideas, much like TED Talks that will be on our CCSC YouTube channel. This space includes seating and chrome books for 100 to promote engagement in lectures and activities in the space. The 5th space is a future career maker space where students will create, invent and learn using the 10 critical skills identified for a future workforce based on the six drivers of change, big disruptive shifts that are likely to reshape the future landscape. Students in this space working on cross-culture competency skills could create solutions to linguistic or social problems in different global locations as part of an Amazing Race activity. This space also includes an education replication of our rooftop solar system to allow students to explore green energy.

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. - (Check all that apply)

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.

1. Increased graduation rate by encouraging students to make career connections through project-based learning, measured through ODE state report card.
2. Meeting and exceeding the Prepared for Success component of the Ohio School Report Card as compared to similar Ohio School Districts, a new measure in 2016, that provides information on how schools prepare students for different pathways of college and career success. Current data reported under this measure includes ACT/SAT participation, free ACT/SAT remediation, Honors Diploma, Industry Recognized Credential, Advanced Placement Participation, AP Exam Scores, and Dual Enrollment Credit.
3. Increased student participation in grade level career connection activities with evidence saved to their Ohio Means Jobs Backpacks, measured by OMJ student backpack database.
4. Use of our Career Connections Student Center in conjunction with our new School Business Partnership app, STACC (Students, Teachers and Community Connecting) will create lasting connections between students, employers and the community that are publicized through social media. See "School Business Partnership App Current Status" and "OSU Geolocation for app" in additional uploaded documents, measured by new app feature of geolocation of the CCSC events scheduled and shared saved to database.

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.

1. Students seeing the direct relevence of what they are learning in the classroom to their future are more likely to graduate and be college ready.
2. The most successful college career ready programs use engaging, relevant, and age-appropriate programming for youth that connects their academic studies with hands-on, project-based, experiential, and collaborative work, set in the context of real-world challenges.
3. Students who are excited about what they learn investigate and expand their interest in learning to a wide array of subjects. They retain what they learn, make connections and apply their learning to other problems. They learn how to collaborate and are more confident talking to groups of people, including adults. Project-based learning correlates positively with improved test scores, reduced absenteeism, and fewer disciplinary problems. Students who gain content knowledge with project-based learning are better able to apply what they know and can do to new situations.
4. The most cost effective career intervention is small group, and career interventions have the most impact on the development of career decision making skills, as compared to other possible outcomes, such as career-related knowledge. Our career pods are designed around a cost effective 3 student centered station.
5. Students from schools with business partnerships and networks experience less unemployment, are more consistently employed, earn more, and get higher-level jobs.
6. Technology provides high-quality, ongoing feedback to teachers and students that can help guide the learning process. When technology
Per assumptions in ii. 1. 81% of student dropouts surveyed said there should be more opportunities for real-world and experimental learning. They said students need to see the connection between school and getting a good job. The Silent Epidemic: Perspectives of HS Dropouts, Bill & Melinda Gates Foundation (2006). Students who view their courses as relevant to their lives are more likely to be engaged.

2. Career development activities that are more experiential in nature have been found to positively influence such variables as school attendance and completion. Compared to these types of activities, many of the guidance interventions reviewed seem inauthentic and artificial. School-Based Career Development: A Synthesis of the Literature, Columbia University (2004). 3. Studies comparing learning outcomes for students taught through project-based learning versus traditional instruction show that when implemented well, PBL increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students’ attitudes towards learning. When is PBL More Effective, Strobel & Van Barneveld (2009). PBL can also provide an effective model for whole-school reform.

National Clearinghouse for Comprehensive School Reform, Newmann & Wehlage (2004). 4. Compared to traditional instructional methods, students engaged in small-group learning achieve higher grades, retain information longer, and have reduced dropout rates, improved communication and collaboration skills, and a better understanding of professional environments. Cooperative learning methods: A meta-analysis, Johnson, D. W., Johnson, R. T., & Starne, M. E. (2000). Researchers recommend three- to four-person teams for most collaborative learning assignments, Johnson, D.W., & Johnson, R. T. (2009). 5. Delphos City Schools (DCS) working with OSU’s Center for Enterprise Transformation and Innovation has created a School Business Partnership (SBP) App that will be available for download on Google Play in early 2016. DCS implemented a SBP Program in 2014. The relationships from the SBP program will continue using our project’s CCSC. Community and Business leader speaking engagements at the CCSC will be scheduled through our new App where all those participating in CCSC activities will receive a school mascot badge they can share through social media (Twitter, Facebook, LinkedIn) to show they are actively involved with students in our school systems. The School to Work movement’s practice of building collaborative networks with local employers may be the most important mechanism by which STW programs help students. The Impacts of SBP’s on the Early Labor-Market Success of Students, Cornell University, (2003). 6. The educational use of technology can enhance competencies that go well beyond the knowledge and skills typically measured by achievement tests & emphasizes the importance of enabling students to experience technology in the ways professionals do in their fields (e.g., to conduct experiments, organize information, and communicate) and encourages educators to create learning experiences that mirror students’ daily lives and the reality of their futures. Integrating Technology with Student Centered Learning, Nellie Mae Foundation (2011). These competencies include improved understanding of complex concepts, connections between ideas, processes and learning strategies, as well as the development of problem solving, visualization, data management, communication, and collaboration skills, which are among the skills that employers find lacking even in many college graduates. The Conference Board, Corporate Voices for Working Families, the Partnership for 21st Century Skills (2009), and the Society for Human Resource Management, (2006). The National Ed Tech Plan (U.S. Dept of Ed, 2010).

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).

1. 100% of students actively participate in CCSC activities and collect evidence that can be saved in their OMJ Backpack. Example: job shadow project through the CCSC modular career pod where students build upon classroom standards taught in the classroom to skill in the workplace to see the relevance of school to future employment. Creating this link, according to the research, will increase graduation rates. Graduation rates will be compared to CCSC yearly data collected through our project. 2. As students make career connections through CCSC activities, based on their likes and interests they further explore education and requirements for their chosen career path, setting ambitious goals that will increase the Preparing for Success Measures (ACT, Honors Diploma, AP and Dual Credit Classes) coming in 2016. This outcome will additionally be measured through survey data. 3. Each career pod can accommodate 3 career paths for a total of 45 total in the CCSC. Each career path contains 3 project-based activities for students to work on 21st century skills identified as critical in the workplace. These career specific problems will be tiered to allow for student differentiation. See “Modular Career Pod” for Biomedical example. Activities also include mock interviews at stations, reflection interviews in audio visual space, interactive lectures by business and community leaders, Google Hangouts with global school and business partners and future career maker space.

Enhancements to OMJ Backpack through our project will allow students to save CCSC activities and provide database of completion rate. 4. Through use of our new School Business Partnership App, student activities in the CCSC with business and community members can be shared through social media, creating and encouraging lasting connections as measured through gelocation database within app.

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

Data points per outcomes in i: 1. Current graduation rates in consortium schools (per most recent school report card 2013-2014): with goal of 5% increase and/or 100% Allen East 90.6% - Apollo 92.8% - Crestview 100% - Delphos 97.4% - Elida 87.8% - Fort Jennings 97.1% - Lincolnview 98.6% - Pandora Gilboa 92.9% 2. Student, Parent, Teacher and Community member surveys over students preparation for college and/or career in addition to School Security Report Card measures - Current Prepared for Success Measures Data including: 1.) ACT Participation - 2.)ACT Remediation - 3.)Honors Diploma - 4.)Industry Credential - 5.)AP Participation - 6.)Dual Enrollment Credit. Each school baseline listed below: Allen East: 1.54% - 2.)24.7% - 3.)22.4% - 4.)4.7% - 5.)5.9% - 6.)35.5% - Apollo: 1.)Not listed - 2.)Not listed - 3.)4% - 4.)24.1% - 5.)0% - 6.)38% - Crestview: 1.)64.2% - 2.)22.9% - 3.)36% - 4.)13.4% - 5.)31.3% - 6.)15.6% - Delphos: 1.)97.5% - 2.)116.5% - 3.)10.4% - 4.)52.5% - 5.)0% - 6.)12% Elida: 1.)63.3% - 2.)25% - 3.)39.7% - 4.)5.6% - 5.)42.3% - 6.)4.6% Fort Jennings: 1.)85.7% - 2.)51.4% - 3.)31.4% - 4.)5% - 5.)0% - 6.)15% - Lincolnview: 1.)59.2% - 2.)219.7% - 3.)119.7% - 4.)4.9% - 5.)0% - 6.)12.7% Pandora Gilboa: 82.1% - 39.3% - 32.1% - 0% - 0% - 35.7% As varying percentages across districts, improvement goals are in % increase 1.)5% - 2.)3% - 3.3% - 4.)2% - 5.) If applicable - 6.)5% We will also include College Credit Plus baseline and yearly percentages with 10% goal. 3. Current participation in OMJ Backpack: Currently less than 25% of students in our consortium have created Backpacks. Goal is 100% of all consortium schools. 4. School Business Partnership App measures of engagement, baseline is 0 as app is currently in development, expected release for Android users in January, 2016. Goal is 100% of students participating in 1 SBPP event as measured through app geolocation database and student participation survey.
vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

Our project was designed to include a variety of students from city and rural school as well as career technical schools. Should any of our assumptions prove false and our outcomes are not being realized, our Grant Advisory Team will review all data points to identify areas of success and analyze variables that could be impacting success or failure. If graduation rates do not increase, we will survey our student drop outs rather than relying on the research to determine how we can utilize our project and the CCSC activities to best meet these student needs. We will meet with at risk students and develop student success plans. We can utilize the CCSC to advertise and encourage student participation in the College Success Measures like ACT participation and remediation, having signs or commercials built in the job shadow videos. We can also work with OSU to change features in the School Business Partnership app if connections are not being made to improve our outcomes as well as work with Ohio Means Jobs to possibly build in additional linkage to our CCSC.

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.

Working with Appalachian Renewable Power, we researched solar panel energy as a permanent energy source to sustain the operations of the CCSC. See "CCSC Solar Energy Sustainability" in additional uploaded documents. We provided dimensions of the center and have planned a 216 Solar World SW 285 Mono Panel Solar system that will be installed on the roof of the CCSC. The total yearly energy generated through the system is estimated at 64,486 kWh. The solar system will be metered to the existing high school. Credit above and beyond energy required by the CCSC will be in the form of a credit to energy needed to run the high school. Based on current average energy rate, this amounts to a credit of $2,865 of the high school's average yearly energy expense of $13,060. This credit will provide the sustainability of providing the estimated $829 of energy required to operate the CCSC as well as offset the estimated $1,111 estimated gas and $921 water expenses. Net yearly savings are estimated at $3.49, which is not a material cost savings to the project; however provides cost savings to sustain the project throughout sustainability years and beyond.

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.

Solar energy solutions produce financial efficiencies that will surpass the costs of operating the CCSC.

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

Ohio now has a number of solar systems at elementary, middle and high school locations. The Ohio Dept. of Development Office of Energy Efficiency (OODD OEE) is developing a web site to bring all these locations together including real-time solar electric output and other educational information for students. Some of Ohio solar schools include Union Local Elementary School in Belmont County, Mt. St. Mary's College in Cincinnati, Roberts Middle School in Cuyahoga Falls, Wheelersburg Elementary School, Worthingway Junior High School in Worthington, and Ohio's EnergySmart Schools Program. While thousands of schools have already realized the cost savings and other benefits of installed solar energy capacity, this opportunity is generally underutilized. The large, flat rooftops typically found on public and private K-12 school buildings throughout the United States make many of these properties excellent candidates for rooftop solar photovoltaic (PV) or solar thermal systems. Offsetting energy consumption with increasingly cost-competitive solar electricity, and space or water heating can deliver a significant cost savings to schools and their districts. Among its environmental attributes, solar PV on schools can also help to save water, as it uses a mere fraction of the water required to produce electricity by conventional means. Perhaps most importantly, solar installations on schools can provide teachers with a unique opportunity to teach concepts in science, technology, engineering, and mathematics (STEM) and pique student interest in these critical subjects. Ohio ranks #7 in installed K-12 school solar capacity. As with the solar industry at large, more schools are going solar as installations cost decrease. The likelihood of a school having a solar energy system increases with grade level due to the correlation with school size. A larger proportion of high schools have gone solar compared with elementary or middle schools. One of the most frequently cited reasons schools give for going solar is the opportunity to save money. This has been largely driven by the rapid decline in system pricing over the last several years. From 2010 to the second quarter of 2014, average installed costs for commercial solar photovoltaic (PV) systems have fallen by over 50 percent, from $6.00 to $2.97 per watt. Our CCSC project price per watt from ARP is $2.78. Interviews with facilities managers and school administrators across the country show that solar is providing schools with significant cost savings, which has been used to reduce electricity bills, improve education, and retain existing staff and resources in the face of budget cuts. A Study on Solar in U.S. Schools Report, The Solar Foundation (2014).

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 TABLE (FIT).

Cost savings will be measured through energy expense saved through metered and billed use of kWh as compared to the 5 year forecast. High school (HS) square footage 70,642 CCSC square footage 4,500 CCSC yearly estimate kWh usage 18,728 CCSC % of HS sq footage 0.064% Total new kWh from solar energy 64,491 HS yearly average Kwh usage $294,000 $Dollar value of credit 2,865 HS yearly average electric expense $13,060 CCSC yearly estimate gas expense $1,111 HS average $Kwh $0.044 CCSC yearly estimate electric expense $829 HS yearly average gas expense $17,500 CCSC yearly estimate water expense $921 HS yearly average water expense $14,500

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

Current data points for the Delphos Jefferson High School are yearly average kWh usage of 294,000 with a yearly average electric expense of $13,060. We anticipate yearly savings of 64,491 kWh or $2,865 based on current rates. CCSC yearly estimate kWh usage =18,728 CCSC % of HS sq footage = 0.064% Total new kWh from solar energy =64,491 HS yearly average Kwh usage = $294,000 Dollar value of credit = $2,865 HS yearly average electric expense = $13,060 CCSC yearly estimate gas expense = $1,111 HS average $Kwh = $0.044 CCSC yearly estimate electric expense = $829 HS yearly average gas expense = $17,500 CCSC yearly estimate water expense = $921 HS yearly average water expense = $14,500
vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

We are prepared to work with ARP-Solar Appalachian Renewable Power to maximize our solar energy and cost saving potential through the CCSC. Will engage in cost savings measures to reduce energy expense. Should our project assumptions prove false or outcomes are not realized, our GAT will explore additional energy conservation measures such as an energy audit. Our solar system includes an educational system components to provide students with a hands-on learning experience that can also be explored with students involved in energy conservation efforts.

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

We do not anticipate a change to current instructional spending percentage (currently at: Allen East 64.3% - Apollo N/A - Crestview 66% - Delphos 68.2% - Elda 66.1% - Fort Jennings 61.1% - Lincolnview 68.8% - Pandora Gilboa 65%). Delphos City Schools and Crestview are 2 out of the 33 school districts recognized as School Level Administration Benchmark districts where potential savings for Ohio school districts through improved administrative practices is substantial. Crestview was further identified as only 1 of 4 in the State of Ohio as a Benchmark Districts for both Central and School-level Administration. Benchmarking Ohio’s School Districts: Identifying districts that get more for their money in non-instructional spending. Knowledge Works Foundation (2011). We do not anticipate a change in instructional spending percentage through our project. Administration expense will not be cut, however percentage of time facilitating students in career connection activities will be monitored through survey data: baseline, implementation year and sustainability years.

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.

1. Time saved in planning of career connections activities must be redirected to facilitating roles within the CCSC answering students' questions, providing guidance and encouraging ambitious career goals. 2. As Career Tech students (22% state average) perform problem-based learning in the context of future work place environments, so to all students (remaining 78% state average) will benefit from using workforce specific tools in exploring their career choices through simulated job shadowing experiences (modular career pods). 3. Through engagement with local business, community leaders and institutions of higher learnings students will be more motivated to set ambitious career goals.

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

1. Shared online resources through Career Connections are currently being utilized, however not to maximum potential that our CCSC project with resources and tools could provide. Schools need the resources to carry out suggested grade level career exploration activities. Many local businesses are not able to accommodate career field trips or job shadowing opportunities for students. As no pilot programs currently exist, we looked at College Career Services to identify success and future trends. Trends in College Career Services point to a "Career Cyber Center" that encourages global networking while educating a global workforce that serves students, employers, staff and the community. Best Practices in Career Services for Graduating Students, Hanover Research (2012). We feel our CCSC provides not only the physical resources for career exploration, but the tools to create additional digital media, utilize current web based resources and through our STACC (Students, Teachers and Community Connecting) database and survey data.

ii. List the desired outcomes.

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

1. Change the ratio of time spent in planning or scheduling career connections activities by grade level to time available for guidance counselors, teachers and administrators to ask as facilitator in physical space in CCSC where students complete project-based career exploration as measured by survey data. 2. All students have access to tools and technology used in the workforce specific to their career exploration choices as measured in OMJ Backpack evidence and survey data. Currently, Career tech students (22% state average) have access to these workforce specific tools and experiences, while the remaining 78% of students do not. 3. Utilization of community resources in the CCSC classroom experience to provide increased educational opportunities for students to develop awareness of local employers and job market, institutions of higher learning and the community as measured through data collected through School Business Partnership app, STACC (Students, Teachers and Community Connecting) database and survey data.

i. What additional indicators do you want to be able to measure?

Utilization of a greater share of resources in the classroom

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.
As per Desired Outcomes in c.i: 1. The indicators we will use to monitor progress toward a greater share of resources in the classroom include percentage of administration (Principals, Guidance Counselors, Curriculum Directors, etc.) time reallocated to facilitator role through CCSC to help students complete Career Connection activities, collected through survey data, with a goal of 5% of time redirected towards CCSC facilitator roles. 2. Greater share of workplace resources and tools provided for use in the CCSC classroom will be measured through evidence collected in students' OMJ Backpacks and teacher and student surveys. Our CCSC will be a career exploration classroom. We anticipate our project will have lasting impact on students' career connections framework and provide a frame of reference for teachers, counselors, etc. to connect to when introducing new material related to future work. This indicator will be measured through survey data and focus groups interviewed through the CCSC. Goal is for 75% of teachers to relate 1 classroom lesson to CCSC activities and 100% of students to participate in 1 modular career pod activity per year. 3. Currently community resources utilized in the classroom are not measured, unless through new Career Advising policies in place. We will measure community resources utilized our CCSC through our School Business Partnership app, STACC (Students, Teachers and Community Connecting) database with goal of 100% of students have 1 postsecondary goal saved to OMJ Backpack.

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

Our GAT will analyze baseline and implementation year data collected in the area of greater utilization of resources in the classroom and if outcomes are not realized we will seek additional solutions from our school business partners and stakeholders on how our outcomes can be achieved. Our GAT will work with school administrators to ensure each district is utilizing the resources in the CCSC and encourage teachers to incorporate into classroom lessons, spotlighting those teachers on our CCSC website. We have studied promising practices as listed on ODE's Career Connections page and believe our CCSC project will be included in the future. If our outcomes are not realized we will reach out to those districts listed as promising practices to reevaluate our objectives to ensure we meet our project outcomes.

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

1. Restructuring the delivery of career advising as shared services will create greater efficiency in scheduling job shadow activities, career field trips, mock interviews, and community business leader speaking engagements. 2. Greater variety and specialization for students in career connections activities. 3. Communicate and market the benefits of career advising shared services school districts, employers, and the community.

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

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

1. Neighboring districts have overlapping needs in career advising activities that can be centralized in a Career Connections Student Center. Grade level activities include job shadowing, career field trips, mock interviews and community business leader speaking engagements. As districts are devoting more time to schedule these activities with businesses in the community, we are discovering that many of the same businesses are being asked multiple times or are not able to assist due to regulation or confidentiality. A Community Connections Student Center will be designed with the assistance of business and community members during implementation with career specific PBL activities that school teachers and administrators will not have to schedule or plan from year to year, only modify based on demand. The CCSC will be available for scheduling from small group to an entire grade, depending on class size. Group size suggestion ranges from 50-100 students at a time. 2. All students can participate in CCSC events such as speaking arrangements. Whereas a local Manufacturing Company may want to send an engineer to a school for a speaking arrangement, now they can utilize the CCSC and those students from all surrounding districts most interested in manufacturing engineering would be encouraged to attend. We can specialize our career advising activities using the CCSC and taking advantage of shared services. 3. Providing an archive of examples of successful projects completed through the CCSC will encourage greater shared services in career connection activities.

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.

As per Desired Outcomes in c.i: ODE Career Connections Promising Practices as listed on ODE website: 1. Marietta City Schools partnered with education, community and business leaders to develop the Building Bridges to Careers (BB2C) program. The program's purpose is to create a network that gives students in Washington County community-based opportunities that broaden their awareness of career options. The Building Bridges to Careers program informs and engages local businesses, community members and organizations, teachers, principals and administrators. Highlights existing business and community partners and provides ways to establish new partnerships. Shares resources and information with teachers. Connects students to real world learning. Provides local businesses with direct links to future employees. 2. Southeastern Ohio middle school students enjoy a summer camp that gives them a greater connection to college- and career-readiness. Denise Shockley, Superintendent of Gallia-Vinton ESC, had a simple goal to introduce career options to students much sooner. It all started with one question: What could we do to give students authentic real-world experiences? She partnered with Buckeye Hills Career Center to tap into the benefits of experienced career instructors, resources and updated labs. At the same time, she relied on relationships with the local business community who had previously supported grade 8 job shadow days. Together, they created a program that gives grade 7 students uninterrupted time to explore different careers and learn more about their own interests. The weeklong "Career Palooza" gives students the opportunity to explore 12 different careers in a lab with an engaging career instructor. Rotations include auto, construction, HVAC, culinary, information technology, patient care, agriculture and more. 3. Licking Heights Central Middle School partnered with C-TEC, a career and technology education center, to create project-based instruction that gives career connection opportunities to students. With the assignment to create a candy bar, the course not only incorporated 21st century business skills, but connected students to real professionals from local businesses.

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

These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

As per Desired Outcomes in c.i: 1. Consolidation of Career Connections activities through number of students and schools participating in CCSC activities will be collected with the desired outcome to increase in student population and number of schools participating through sustainability years. 2. As students complete activities in modular career pods, data will be collected on the number of students
participating in specialized Career Connections activities that serve as job shadowing opportunities. Data will be collected from each community speaker presenting at the CCSC with outcome to increase in student population and number of schools participating through sustainability years. 3. Career Connection expo data will be collected as well as all advertisements, commercials, YouTube videos, social media posts, and school mascot badges earned through the School Business Partnership app, STACC (Students, Teachers and Community Connecting).

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.

Example: change in the number of school buses or miles travelled.

1. Current baseline data in Northwest Ohio is only through shared online resources, i.e. Ohio Means Jobs. There are no shared service models in job shadowing between school districts and consortium members report and average of less than 5% of students currently completing suggesting job shadowing initiatives. Baseline data of all students and schools participating from the consortium will be downloaded from OMJ Backpacks with goal of 100% of 4,000 students saving 1 CCSC activity to OMJ Backpack per year. 2. Current baseline data will be collected from student surveys on job shadowing activities completed. As students use the CCSC, the modular career pods will track data on # of students through each of the 45 in demand career pathways. Qualitative and quantitative data will also be collected from community speaker engagements at the CCSC. Goal is for each of the 45 modular career pods to serve 100 students per year. 3. Current baseline data is 0 as our CCSC is a new project. Currently there are 30 career videos on the Broadcast Educational Media Commission YouTube Channel with only 194 total views on the 30 videos! Some of the videos were posted 3 months ago! This indicates these resources are not currently being utilized to share services across the state of Ohio. Each of our Delphos City School's local news broadcasts "Paws the Interruption" has over 700 views released in the past month. Education needs to capitalize on the use of social media and YouTube continues to be the most statistically used app for teenagers. Our CCSC recognizes the educational impact these videos along with ours can make. Activities through the CCSC will be published to our CCSC YouTube channel where social statistics can be tracked and shared to encourage both web based and physical activities through the CCSC. Goal will be measured as # of media posts per year with goal of 10 per year through sustainability highlighting CCSC achievements.

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

Our CCSC will provide a unique opportunity to collect data from all stakeholders, students, community members, teachers and administrators. Through our database we will be able to directly contact all stakeholders to determine the effectiveness of our program in each of the CCSC areas. This data will allow the GAT to modify and make changes to best fit the needs of the stakeholders. We will utilize our audio visual room to record focus groups of students through our CCSC. Through the focus group and Career Pod qualitative and quantitative statistics we will be able to identify our most successful initiatives and brainstorm how to make the other areas more effective to achieve grant objectives in a shared services delivery model.

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)
- 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.

1,466,782.00 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.

Our consortium is requesting $1,466,782 to achieve project objectives. We obtained multiple quotes for budget line items and planned our project for sustainability and lasting value. Capital outlay for our CCSC is 81% of our budget which provides our students and future students a...
physical location to connect to the real world workplace! See "CCSC Detail Budget" in uploaded documents for full details. Capital outlay of $1,187,302 includes $675,000 for complete building construction. See "CCSC Proposed Floorplan" for layout. We budgeted an 8.5% architecture fee of $57,375. Working with Appalachian Renewable Power, our renewable energy source of rooftop panels will cost $171,137. This includes an educational model for students within the CCSC to explore green energy in the Future Careers Makerspace. Included in our budget detail is $82,550 for technology including 20 smart TVs (15 at modular career pods & 5 displaying CCSC media), 45 laptops for modular career pods, 100 chrome books to provide interactivity during lectures and to collect survey data using Google forms throughout the CCSC for evaluation, 10 chrome books and headsets for interview stations, and 2 Smart boards. We budgeted $74,862 for audio, visual and sound proofing in areas of the CCSC. Collaborative workstations, tables and seating in Multipurpose Board Room, Modular Career Pod area and lecture space is budgeted at $64,100. Modular partitions, shelving, signage, blinds, garage door, and stage setup are budgeted at $34,780. We included $12,498 for a deluxe educational package 3d printer and $6,000 for CAD software. Tooling is budgeted at $9,000 or $200 for each of the 45 career pods. Some tooling may be donated by school business partners, some may be higher, others lower, however our team felt $200 per pod was a reasonable estimate. See "Modular Career Pod" for Biomedical example tooling may include: sample computer orders or test results laminated for reuse, lab supplies and equipment that would be used by a Phlebotomist or Med Lab Tech. Our budget includes $150,000 to work with Ohio Means Jobs and their vendor(s) to ensure evidence created by students in the CCSC can be saved to their OMJ Backpacks.

Delphos City Schools is currently in project with the Ohio State University’s Center for Enterprise Transformation and Innovation completing our School Business Partnership App. Expected to be released to Google Play in January, we will continue working with the CTEI adding the location feature to the App where career speakers and schools can schedule and coordinate engagements in the CCSC. Once completed speakers, receive a school mascot badge where they will promote the CCSC through Twitter, Facebook and LinkedIn. OSU estimates this additional feature at $25,000, see "OSU Geolocation for App". We budgeted $2,000 to design a website promoting the CCSC and promote the CCSC through social media. This includes a costs for students interested in digital media to design the Snapchat geofilter we will submit for the CCSC. We budgeted $3,000 for 3 Career Connections expos to invite surrounding schools and communities to explore the center, as well as to promote through media. We included $8,400 conference and travel expense for the 12 Grant Advisory Team (GAT) representing our consortium to present our innovative project at the Ohio Technology Conference in 2017. Salaries budgeted include $69,250 at $25 per hour with $11,080 or 16% fringes. This includes $48,000 for the 12 Grant GAT members 160 hours for the implementation year to collect baseline data, design surveys, monthly meetings with stakeholders, etc. Technology setup is $2,000. Career Pod planning is $11,250 for 45 career paths, 10 hours each. This may be to GAT members or teachers within the districts to work with industry in planning pod activities. We also included $8,000 in PD for 5 representatives from each school to be the designated Train the Trainer in each district.

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$2,861.00</td>
</tr>
<tr>
<td>2</td>
<td>$2,861.00</td>
</tr>
<tr>
<td>3</td>
<td>$2,861.00</td>
</tr>
<tr>
<td>4</td>
<td>$2,861.00</td>
</tr>
<tr>
<td>5</td>
<td>$2,861.00</td>
</tr>
</tbody>
</table>

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.

Please see "CCSC Solar Energy Sustainability" for additional details. The expenses of our project, such as construction, technology, planning, implementation, professional development and evaluation will be paid through grant funds during the grant year. Through a Train the Trainer model, we do not foresee additional professional development costs associated with use of the CCSC in future years. The Grant Advisory Team will plan and create the evaluation tools during the implementation year. In future years, results will be reviewed by consortium administration. Grant Advisory Team members will compile, interpret and report upon all data collected through sustainability as part of their positions as administrators and curriculum directors, requiring no future funds to sustain the grant project. The operational costs of running the CCSC for sustainability years, as well as all future years are calculated as $1,111 gas, $829 electric, and $921 water estimated expenses. These estimates were calculated based on current yearly average expenses for our high school where the CCSC will be located. The high school has a square footage of 70,642. Expenses for the CCSC were calculated based percentage of square footage for the construction as the new space will have similar technology as the high school with all rooms having smart boards, current computer labs, industrial arts, agriculture, and family consumer science rooms. Yearly estimated energy consumption of new technology was calculated (100 chrome books, additional computers, smart boards, etc.) as well as lighting and heating estimates compared to commercial building averages to check for reasonableness.

Furthermore, the high school is over 40 years old and current windows are not energy efficient. Windows are budgeted to be replaced in the 5 year forecast. We expect our new construction to be more energy efficient. Should expenses exceed our estimates it is possible to allocate energy savings from window replacements to increased cost if needed; however we feel our estimates are correct. Any consumable supply expense, such as 3d printer supplies, paper, etc. will be charged as a student activity fee for use of the center. Currently schools already take students on field trips, so any travel expense would already be in school’s 5 year forecast. If travel expense for use of CCSC is above funds budgeted in individual districts’ 5 year forecast, the district admin will make local decisions on possibly charging activity fee for use of bus as many districts already charge an activity or pupil fee that covers yearly field trips. Current high school maintenance staff will maintain the building with enlisting student crews to help when needed as they currently do in our high school.

100 16. What percentage of these 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 costs, etc.

Working with Appalachian Renewable Power, we researched solar panel energy as a permanent energy source to sustain the operations of the CCSC. We provided dimensions of the center and have planned a 216 Solar World SW 285 Mono Panel Solar system that will be installed on the roof of the CCSC. The total yearly energy generated through the system is estimated at 64,496 kWh. The solar system will be metered to the existing high school. Credit above and beyond energy required by the CCSC will be in the form of a credit to energy needed to run the high school. Based on current average energy rate, this amounts to a credit of $2,865 of the high school’s average yearly energy expense of $13,060. This credit will provide the sustainability of providing the estimated $829 of energy required to operate the CCSC as well as offset the estimated $1,111 estimated gas and $921 water expenses. Net yearly savings are estimated at $3,49, which is not a material cost savings to the project; however provides sustainability throughout future years assuming similar rates. All school districts feel there will be time savings of planning career connection activities; however this time will be redirected as a facilitator to students through the CCSC.

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. 
Reallocation of funds 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.

As sustainability costs are met due to savings from implementing project, fund reallocation is not necessary for sustainability according to project estimates. Windows are budgeted to be replaced in our Delphos Jefferson High school in the 5 year forecast. We expect our new construction to be more energy efficient. Should expenses exceed our estimates it is possible to allocate energy savings from window replacements to increased cost if needed; however we feel our estimates are correct.

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/consortium members' 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 RangeFebruary 2016 - March 2016

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

Please see "CCSC Grant Timeline Workflow" for additional details. According to the Straight A Grant timeline, grants are to be approved on 1/19/16. When planning our project we invited consortium members to be part of our Grant Advisory Team (GAT). Immediately following award notification, our consortium administration and GAT will meet and finalize members and assign responsibilities. We will schedule monthly meetings through the implementation year to be rotated among consortium locations. First responsibilities include pregrant surveys and collecting baseline data. We will share our award notification through each school’s website and social media accounts, Facebook and twitter pages, local television stations and newspapers. We will notify all of our Delphos City School’s business partnership members and encourage their participation as we plan the CCSC and modular career pods. Our School Business Partnership App, STACC (Students, Teachers and Community Connecting) is operational for Android devices and scheduled to be released on Google Play in January, 2016. See “School Business Partnership App” for current status. Students at Delphos Jefferson have downloaded the app to test features. Following our award notification, we will encourage teachers and students in the other 7 schools in our consortium to download and test the app. We will encourage new school business partnerships with consortium schools and their communities and promote the app through media. We will meet with our OSU app development team and discuss plans for the additional gelocation feature that will collect data and encourage events through the CCSC. We will meet with Ohio Means Jobs and create a timeline for additional Backpack features using the CCSC. Member districts will determine additional staff who wish to be involved in career pod planning. The GAT will work with an architect to create drawings that will be used for Delphos City Schools to obtain construction bids.

22. Implementation(grant funded start-up activities)

a. Date RangeApril 2016 - June 2017
**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 day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.*

Please enter your response below:

Our Delphos City Schools district has witnessed first-hand the substantial impact and lasting value receiving a Straight A grant can provide. Please see "1st Year Summary Report" for additional details. Our Career Connections Student Center will provide a school model for financial stability through the use green energy initiatives. The over 20,000 potential students through the CCSC will witness first hand the power of solar energy through the educational output component and inspire a generation of future energy engineers who were able to explore their interests while still in high school. The research is well documented and Ohio is leading the Career Connections initiative to provide students the opportunity to experience real world connections. The only thing missing is the setting of where these connections can take place. School Business Partnerships should be an asset to a business, not a burden. It is not realistic for businesses to accommodate all of Ohio's students in job shadowing experiences. However, through our CCSC, we have the opportunity to work collaboratively with our community and business stakeholders to create a shared services model, a career cyber center to ignite student interest and provide the bridge between education and the global workplace. Furthermore our CCSC will redefine job shadow experiences from "exposure to the workplace" to PARTICIPATION in the workplace through the career pod project base learning. Our CCSC aligns to Ohio's Career Connections goals by providing the physical resources and tools that give our students an advantage of experiencing the workplace first hand. Redundant processes of individual schools trying to coordinate speakers, job shadowing opportunities and career field trips can be replaced with all of our CCSC features across district boundaries. More importantly rather than our students leaving the school environment and engaging in shadowing field trips on their own, our school districts will guide and facilitate them and experience the workplace as well so the lessons learned in the CCSC can be drawn upon by teachers in the classroom for deeper meaningful understanding of how grade level standards relate to future work. When teachers have not experienced the job shadow activities first hand with students it is difficult to build those connections of how classroom learning links to possible future careers. In our public schools we have spaces for Industrial Arts, Agriculture, Family Consumer Sciences, as well as Career Tech schools all using workplace specific tools. We have libraries, computer labs, and even gyms and weight rooms for our athletes. Our CCSC provides the physical space needed to give ALL of our students the same opportunities to explore their career paths. Concept development is optimized through active, explorative experiences. Field trips are a type of experiential.
learning that gets children away from the traditional classroom setting and into a new mode of learning. They can be as simple as taking a class of children out on the school grounds for a lesson in observation, or as detailed as an out-of-state visit to a particular field site. Field trips not only expand children’s learning and experiences by providing them with hands-on experiences, they also increase children's knowledge and understanding of the world in which they live. Recent studies advocate collaboration between stakeholders to create meaningful learning experiences for students, Making Field Trips Count: Collaborating for Meaningful Experiences, Coughlin (2010). Our CCSC project will provide an innovative and unique model with all of our qualitative and quantitative data available for school expansion or replication across the state to achieve ambitious Career Connection State objectives!

| 25. | Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project. |
| 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: |
| Through our unique project, we will have a physical location where we will capture all student and community engagement through surveys and OMJ backpack evidence. We feel our project can be interally evaluated by evaluating the project using quantitative data from ODE Report Cards, OMJ and School Business Partnership app geolocation database and survey data as well as qualitative data from stakeholder surveys and focus groups. Furthermore, the additional location feature in our School Business Partnership app will have a database of all CCSC completed engagements. Our project’s Grant Advisory Team consisting of consortium member Curriculum Directors and Administrators will be responsible for compiling all data into yearly formative reports during implementation and all sustainability years as well as a summative report after the 2nd sustainability year with all data and reports uploaded to the the Straight A Compliance tool and shared with stakeholders on our school websites and media. |

| 26. | Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis. |
| 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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects. |
| We designed our grant proposal, expected outcomes and evaluation in accordance with Common Guidelines for Education Research and Development, Institute of Education Sciences, U.S. Department of Education and the National Science Foundation (2013). Our evaluation will rely on valid and reliable district data reported through the Ohio State Report Cards, DCS financial data to substantiate cost savings, and use of Ohio Means Jobs student databases, as well as Google Form surveys to collect qualitative and quantitative, and student and business focus groups will provide the data needed to internally evaluate our project to best inform all stakeholders. Stakeholders include students, consortium school districts, parents, community members, the Ohio Department of Education and all schools in the state of Ohio. Our CCSC grant evaluation plan, see "CCSC Evaluation", contains a combination of formative evaluations and a summative evaluation in June, 2019 after 2 full years of CCSC data has been collected for each of our grant objectives. Completing a summative evaluation in sustainability year 2, will allow our grant team time to revise or modify activities to best meet all stakeholder needs and grant objectives by year 5. Formative evaluations will occur after implementation year, grant years 1 (06/18), 3(06/20), 4(06/21), & 5(06/22) to assess initial and ongoing project activities. The Grant Advisory Team (GAT) composed of representatives from each consortium district will compile and report on grant data and share with administration and all stakeholders of the grant project. DCS Superintendent will extend an offer to all Superintendents in Ohio not in consortium for participation in surveys to collect control data for comparability purposes during implementation year and year 1. In return for control data, those schools participating will have first access to CCSC after consortium schools. Once award notification is received the GAT will use Google Form Surveys which add an extra layer of security by collecting respondent's email address to avoid duplicate responses, to collect baseline data and design surveys for stakeholders and through CCSC activities for implementation and future grant years. By collecting student email addresses we will be able to map this data to OMJ student Backpack data to measure how student completion of short term objectives through the CCSC such as completion of career pod activities impact career goals and exploration in future years. This will only be for aggregate reporting and no personal email data will be shared. Two primary advantages of the CCSC for evaluation purposes is that all users will easily participate in data surveys using technology such as Chrome books and laptops as kiosks to collect data and the geolocation database of events scheduled and completed through our School Business Partnership app. Yearly formative reports will be posted on school websites, submitted through ODE compliance tracker and shared with local media (newspapers, social and broadcast). Our GAT will work with consortium administration to review data and revise our grant project as needed to best meet objectives. Teacher and administrator survey data will provide insight to utilization of CCSC resources in the classroom and changes to institutional planning time allocated to Career Connection activities. Grade level focus groups across district boundaries will provide qualitative data from students' perspectives as the CCSCs exploring careers and setting goals. By year 5 we will be able to measure the individual impact of CCSC activities in students as they progressed from grade 7 (implementation year) to grade 12 (year 5). Our project and evaluation will provide pilot data with the potential to improve learning and education outcomes and increased efficiencies in Career Connections beyond what our current practice provides. |

| 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. |
| Our Career Connections Student Center can absolutely be scaled-up, expanded and replicated! Each of our 6 CCSC spaces can be replicated in schools across the state of Ohio. All schools in the state of Ohio can have access to tour and possibly have students utilize the center depending on capacity. Schools can scale down or scale up those activity spaces that are most effective such as the modular career center depending on capacity. |
pods, interview stations, future career maker space, etc based on their students' needs. We will provide an innovative new delivery model of career advising shared services that be regionally implemented in existing space, possibly old school buildings, or in new construction. The new linkage for evidence saving in Ohio Means Jobs can be utilized by all students in the state of Ohio for additional evidence collection. Our CCSC will have a website where videos and evidence collection can be shared with school districts across the state. New features in our School Business Partnership app can be utilized among community and business leaders, school administrators and teachers and communities across the state of Ohio. Furthermore, our Grant Advisory Team will share the success of our project through social media and personal learning networks as well as present our innovative project at the Ohio Educational Technology Conference in 2017 and through all news outlets in our region. We believe our project will be useful to every student and school district in the state of Ohio with new Career Advising Policies implemented this school year. School districts are looking for cost effective and time saving strategies for students to complete suggested activities through the Career Connections Framework. Furthermore our solar panel system will provide a model for providing green energy, saving 1,188 trees per year, reducing 259 automobiles off the road, 7.1 tanker trucks of gasoline, and 18 rail cars of coal (See "CCSC Solar Energy Sustainability").

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).
### 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>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faith</td>
<td>Cummings</td>
<td>419-331-4155</td>
<td><a href="mailto:Faith@elida.k12.oh.us">Faith@elida.k12.oh.us</a></td>
<td>Elida Local</td>
<td>045773</td>
<td>4380 Sunnydale St, Elida, OH, 45807-9593</td>
<td></td>
</tr>
<tr>
<td>Lila</td>
<td>Whyman</td>
<td>419-998-2948</td>
<td><a href="mailto:lila.whyman@apollocc.org">lila.whyman@apollocc.org</a></td>
<td>Apollo</td>
<td>050773</td>
<td>3325 Shawnee Rd, Lima, OH, 45806-1454</td>
<td></td>
</tr>
<tr>
<td>Trent</td>
<td>Kreischer</td>
<td>419-749-9100</td>
<td><a href="mailto:kreischer.trent@crestviewknights.com">kreischer.trent@crestviewknights.com</a></td>
<td>Crestview Local</td>
<td>050351</td>
<td>531 E Tully St, Convoy, OH, 45832-8864</td>
<td></td>
</tr>
<tr>
<td>Cheryl</td>
<td>Schmiesing</td>
<td>419-384-3225</td>
<td><a href="mailto:schmiesingc@pg.noacsc.org">schmiesingc@pg.noacsc.org</a></td>
<td>Pandora-Gilboa Local</td>
<td>049395</td>
<td>410 Rocket Ridge, Pandora, OH, 45877-0389</td>
<td></td>
</tr>
<tr>
<td>Mindy</td>
<td>Losh</td>
<td>419-286-2238</td>
<td><a href="mailto:m_losh@jenningslocal.org">m_losh@jenningslocal.org</a></td>
<td>Jennings Local</td>
<td>049338</td>
<td>PO Box 98, Fort Jennings, OH, 45844-0098</td>
<td></td>
</tr>
<tr>
<td>Keith</td>
<td>Baumgartner</td>
<td>419-648-3333</td>
<td><a href="mailto:baumgartnerk@alleneastschool.org">baumgartnerk@alleneastschool.org</a></td>
<td>Allen East Local</td>
<td>045757</td>
<td>9105 Harding Hwy, Harrod, OH, 45850-9485</td>
<td></td>
</tr>
<tr>
<td>Brenda</td>
<td>Leeth</td>
<td>419-968-2214</td>
<td><a href="mailto:bleeth@lincolnview.k12.oh.us">bleeth@lincolnview.k12.oh.us</a></td>
<td>Lincolnview Local</td>
<td>050369</td>
<td>15945 Middle Point Rd, Van Wert, OH, 45891-9769</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Telephone Number</td>
<td>Email Address</td>
<td>Organization Name</td>
<td>IRN</td>
<td>Address</td>
<td>Delete Contact</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>------------------</td>
<td>--------------------------</td>
<td>-----------------------------</td>
<td>-------</td>
<td>----------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Gerrie</td>
<td>Cotter</td>
<td>6144668197</td>
<td><a href="mailto:gerrie.cotter@jfs.ohio.gov">gerrie.cotter@jfs.ohio.gov</a></td>
<td>Ohio Means Jobs</td>
<td></td>
<td>4020 E. Fifth Avenue, F269, Columbus, Ohio, 43219</td>
<td></td>
</tr>
<tr>
<td>Rajiv</td>
<td>Ramnath</td>
<td>(614)-330-7617</td>
<td><a href="mailto:ramnath.6@osu.edu">ramnath.6@osu.edu</a></td>
<td>Ohio State University, The</td>
<td>063214</td>
<td>190 N Oval Mall, Columbus, OH, 43210-1321</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
<td>Education</td>
<td>% FTE</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Mindy</td>
<td>Losh</td>
<td>Guidance Counselor</td>
<td>Fort Jennings Representative</td>
<td>5 Year Professional License - High School (7-12) 5 Year Professional License - Pupil Services 16 years in Education 4 years Guidance Counselor</td>
<td>College Credit + Instructor Implemented Ohio Means Jobs grades 7-12 at Fort Jennings</td>
<td>Masters in Education</td>
<td>100</td>
</tr>
<tr>
<td>Brad</td>
<td>Rostorfer</td>
<td>Treasurer</td>
<td>Coordinate and oversee all fiscal responsibilities, participate in all grant meetings providing financial detail and guidance.</td>
<td>20 years experience as fiscal agent of DCS in local, state and federal grants.</td>
<td>Former Accountant for Combs Reitz &amp; Co. Former Assistant Controller Sweeney Freightliner of Lima.</td>
<td>Associates Degree Lima Technical College. Bachelor's Degree Defiance College</td>
<td>100</td>
</tr>
<tr>
<td>Kevin</td>
<td>Wolfe</td>
<td>Superintendent</td>
<td>Overall guidance to make sure that the objectives and goals of the grant project fit within district overall plan. Will oversee the overall daily operations of the school district and implementation of grant.</td>
<td>University of Findlay Superintendent License. University of Dayton High School Principal and Assistant Superintendent License. University of Dayton MS Educational Leadership and Allied Professions.</td>
<td>Principal: Ayersville Local Implemented 1:1 Initiative for all students in grades 7-12. Updated curriculum to meet the common core standards and technology web-based instruction Offered OnLine/Dual Enrollment Courses for students through NW State and Owen Community College Offered Long Distance Learning courses. Assistant Principal: Sidney High School. Lead staff development and inservices to enrich curriculum development and teaching strategies. Chairman of the North Central Accreditation.</td>
<td>University of Dayton MS Educational Leadership and Allied Professions University of Findlay BA, Comprehensive Social Studies Education 7-12</td>
<td>100</td>
</tr>
<tr>
<td>Cheryl</td>
<td>Schmiesing</td>
<td>School Counselor</td>
<td>Pandora Gilboa Representative</td>
<td>16 year school counselor 5 Year Professional License - School Counselor 5 Year Professional License - High School (7-12)</td>
<td>5 year English Teacher Advocate for College and Career Readiness, implement ICP data for students in grades 7-12, assists in the college planning process via monthly counseling meetings with seniors, provide monthly newsletters to seniors with college, scholarship, financial aid and career information. Lead on Career Advising information along with graduation requirements</td>
<td>Masters in Education</td>
<td>100</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Education &amp; Experience</td>
<td>Certifications &amp; Licenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Edinger</td>
<td>High School Principal</td>
<td>Serve on Delphos City Schools Administrative Team, quotes, participated in meetings, collected information to ensure grant project implementation fits the strategic goals and objectives for the High School stakeholders.</td>
<td>Race to the Top Grant, District Leadership Team, Continuous Improvement Project, DCS Administrative Team Strategic Planning Team OTES Certified. BA Bluffton University in Mathematics/Secondary Education. Administration License Bowling Green University.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trent Kreischer</td>
<td>Director of Curriculum and Instruction</td>
<td>Crestview Representative 5 Year Professional License - Principal Principal Grades PK-6 Principal Grades 4-9 Principal Grades 5-12</td>
<td>University of Dayton Master of Science, Educational Leadership and Administration Huntington University Bachelor of Science, Elem &amp; MS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lila Whyman</td>
<td>Media Specialist &amp; Technology Coordinator</td>
<td>Apollo Representative 5 Year Professional License - Special All Grades (K-12)</td>
<td>The University of Findlay Master's degree, Educational/Instructional Technology Wright State University K-12 Library/Media Certification</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missy McClurg</td>
<td>Transition Coordinator, Lead Grant Writer, Special Education Officer 9-12, CC+ Teacher</td>
<td>Wrote grant proposal, contacted consortium districts, made contacts with Dr. Ramnath OSU Center for Enterprise Transformation and Innovation and Ohio Means Job K-12, obtained quotes, created all supplemental documentation, will serve as grant project manager</td>
<td>Human Resource Director at Lakeview Farms, Delphos, OH. Senior Financial Analyst at Eaton Corporation, Van Wert, OH and Rittal Corporation, Springfield, OH. Controller Elmco Engineering, Van Wert, Ohio. Network Administrator Community First Bank &amp; Trust coordinated Y2K conversion and bank merger between Citizens, Van Wert National and several Keybank branches. Junior Achievement Advisor. Wrote and managed previous DCS Straight A Grant &quot;Let's BRAG (Bring Robust Achievement Gains!) About our Schools. Masters in Special Education, Wright State University. Bachelors Degree in Accounting, Tiffin University.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes
- Trent Kreischer: 3 years PD/Curriculum/Assessment Coordinator 15 years classroom teacher skilled in blended learning, technology integration and assessment.
- Missy McClurg: Masters in Special Education, Wright State University. Bachelors Degree in Accounting, Tiffin University.
Ohio.