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

2. Project Summary: In partnership with Ohio Means Jobs, our CCSC will promote greater student achievement and shared services in career connections.

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

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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 grant year 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 impacted through our project. Countless other students could be impacted by digital media content through the CCSC and project replication.
7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

- Yes

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!

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. Evidence over their experiences in the CCSC can be saved to their Ohio Means Jobs (OMJ) Backpacks and 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 and projects. The design includes interactive equipment to allow students to connect with students, businesses, and leaders 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 and will be tooled 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 and 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 and 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. 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 cultural 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 for students 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 evidence.

- 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 or exceeding the Prepared for Success component of the Ohio School Report Card, 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, School2Biz, will create lasting connections between students, employers and the community that are publicized through social media. See "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 relevance of what they are learning in the classroom to their future are more likely to graduate and be college career 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 mirrors how professionals use it in the workplace it can help to increase academic achievement, civic engagement, leadership skills, and personal/social development.

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

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. White Paper, Center for Integrative Studies (2015)

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., & Stanne, 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. 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), 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.

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. Each student will 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 Prepared for Success Measures (ACT, Honors Diploma, AP and Dual Credit Classes) coming in 2016. This outcome will 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. Students will utilize current and possibly enhanced features to OMJ backpacks to save evidence.

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.

Data points per outcomes in i:

1. Current graduation rates in consortium schools (per most recent school report card 2013-2014):
   - 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%
   - Allen West 64.2% - Elida 67.5% - Elida 54.1% - Elida 69.2%
   - Fort Jennings: 42.3% - 2.42.1% - 1.9%
   - Lincolnview: 43.2% - 6.35%
   - Pandora Gilboa: 64.2%

2. Student, Parent, Teacher and Community member surveys over students preparation for college and/or career in addition to Ohio School Report Card - 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.) 54.1% - 2.) 24.7% - 3.) 22.4% - 4.) 4.7% - 5.) 5.95% - 6.) 35.3%
   - Apollo: 1.) Not listed - 2.) Not listed - 3.) 4.7% - 4.) 24.1% - 5.) 0%
   - Crestview: 1.) 64.2% - 2.) 29.9% - 3.) 6% - 4.) 13.4% - 5.) 31.3% - 6.) 1.5%
   - Delphos: 1.) 67.5% - 2.) 16.9% - 3.) 10.4% - 4.) 5.2% - 5.) 0% - 6.) 2.6%
   - Elida: 1.) 63.3% - 2.) 25% - 3.) 9.7% - 4.) 5.6% - 5.) 4.33% - 6.) 4.6%
   - Fort Jennings: 1.) 35.7% - 2.) 5.6% - 3.) 31.4% - 4.) 0% - 5.) 0% - 6.) 0%
   - Lincolnview: 1.) 59.2% - 2.) 19.7% - 3.) 31.4% - 4.) 9.9% - 5.) 0% - 6.) 12.7%
   - Pandora Gilboa: 82.1% - 39.3% - 32.1% - 0% - 0% - 35.7%

3. Current participation in OMJ Backpack: Currently less than 25% of students in our consortium have created Backpacks.

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.

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.

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
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 64,496 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 $739 of energy required to operate the CCSC as well as offset the estimated $991 estimated gas and $821 water expenses. Net yearly savings are estimated at $314, which is not a material cost savings to the project; however provides costs 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 (ODOD 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 with 8,525 kW. 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.

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.

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. We 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.
c. Utilization of a greater share of resources in the classroom

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.**

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 (School2biz) database and survey data.

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.**

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 School2biz app encourage students and the community to connect in the new app driven society highlighting CCSC events with the addition of the geolocation tools.

2. A powerful way in which graduates could benefit from change is to integrate skills, knowledge and insights in such a way that they could be applied to new employment situations, or careers, Center for Integrative Studies. A survey of more than 800 employers found that the people hiring (or turning down) students for jobs believe those recent graduates are equipped with the work place competencies they need, but were not able to articulate and demonstrate their abilities in job interviews, and did not learn several key technical and professional skills that are highly valued by employers, Michigan State’s Collegiate Employment Research Institute. Too few of America's students are meaningfully engaged in their academic experience while in high school, and many high school graduates lack exposure to learning that links their studies in school to future college and career pathways - especially in the critically important fields of science, technology, engineering, and mathematics (STEM). President Obama has called for a comprehensive effort to rethink the high school experience for America's youth, challenging schools to scale up innovative models that personalize teaching and learning so that students stay on track to graduate with the knowledge and skills they'll need to succeed in college and in careers, FACT SHEET: Youth Career Connect, The White House.

3. As part of achieving President Obama's vision to prepare all students for success in post-secondary education and in a competitive workforce, the U.S. Department of Labor, in collaboration with the Department of Education, has established Youth Career Connect. This initiative encourages America's school districts, institutions of higher education, the workforce investment system, and their partners to integrate rigorous educational standards with work experiences and skills in ways that enhance instruction and deliver real-world learning opportunities for students. Across the country, Youth Career Connect awards local education agencies, workforce investment boards, institutions of higher education and employer partners as they re-design the teaching and learning experience for youth to more fully prepare them with the knowledge, skills, and industry-relevant education needed to get on the pathway to a successful career, FACT SHEET: Youth Career Connect, The White House.
iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

*Note: this is the preferred indicator for this goal.*

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% - Elida 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.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available. *These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.*

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.

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.

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, School2biz database.

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. 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.

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, School2biz.

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. Future comparison will be based on survey data and future OMJ downloads.

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.

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.

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

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 budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

- 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

12. What is the amount of this grant request? $999,785

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 $999,785 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 89% 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 $887,012 includes $530,000 for complete building construction. See "CCSC Proposed Floorplan" for layout. We budgeted a 7.75% architecture fee of $39,750. Working with Appalachian Renewable Power, our renewable energy source of rooftop panels will cost $159,137. 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 $37,800 for technology including 20 smart TVs (15 at modular career pods & 5 displaying CCSC media), 45 laptops for modular career pods, and 2 Smart boards. We budgeted $51,500 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 $43,200. Shelving, signage, and stage setup are budgeted at $10,000. We included $4,000 for a deluxe educational package 3d printer and $6,000 for workplace software. Tooling is budgeted at $5,625 or $125 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 $125 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 $50,000 to work with Ohio Means Jobs and their vendor(s) to possibly add additional features to collect 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 CETI 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 $15,000, see “OSU Geolocation for App”. We budgeted $1,000 to design a website promoting the CCSC and promote the CCSC through social media. We budgeted $1,000 for 2 Career Connections expos to invite surrounding schools and communities to explore the center, as well as to promote through media. We included $4,200 conference and travel expense for the 6 Grant Advisory Team (GAT) representing our consortium to present our innovative project at the Ohio Technology Conference in 2017.

Salaries budgeted include $29,050 at $25 per hour with $4,648 or 16% fringes. This includes $12,000 for 480 hours of the Grant GAT members for the implementation year to collect baseline data, design surveys, monthly meetings with stakeholders, etc. Technology setup is $1,000. 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 $4,800 in PD for 6 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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Cost Estimate</th>
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<tbody>
<tr>
<td>Sustainability Year 1</td>
<td>2,551</td>
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<tr>
<td>Sustainability Year 2</td>
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<tr>
<td>Sustainability Year 5</td>
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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, etc. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent with 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. Most of 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 $991 gas, $739 electric, and $821 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 (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 are 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.
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 $2,551 of the high school's average yearly energy expense of $13,060. This credit will provide the sustainability of providing the estimated $739 of energy required to operate the CCSC as well as offset the estimated $991 estimated gas and $821 water expenses. Net yearly savings are estimated at $314, 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.

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
21. Planning

a. Date Range
February 2016 - June 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, School2biz 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 to discuss possible additional Backpack features using CCSC evidence. 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 Range
April 2016 - June 2016
Please see "CCSC Grant Timeline Workflow" for additional details. All by 05/16: (County Economic Development Groups will be invited to participate in career pod planning with GAT and school representatives, after CCSC building plans are approved, bids will be accepted, permits obtained and construction will begin, GAT will receive OMJ district database dump on current Backpack statistics. GAT will collect pregrant survey data from students, teachers, parents and the community). All by 06/16: (ARP will design, receive permits and order materials for rooftop solar system, CCSC website complete, all 45 career pod planners identified with goals and objectives communicated and completion date established for career pod activities, CCSC implementation surveys completed by GAT, Snapchat Geofilter details announced to encourage student excitement and participation in CCSC). All by 12/16: Construction of CCSC completed including finishing details, technology purchased and installed, monthly meetings with stakeholders from April - December completed, documented and shared with all stakeholders, additional job shadowing videos for career pods completed by students in CC+ Computer Applications in the Workplace classes and uploaded to CCSC YouTube channel, all students have OMJ Backpacks set up & assigned corresponding # for correlation of Google Form data collected through the CCSC, train the trainer on use of CCSC completed by all districts). From 01/17-06/17 (Career Connections Expo #1 in 12/16 and Expo #2 by 06/17 to inform stakeholders and encourage use of CCSC and School2biz app, CCSC completed and all students spend a day through CCSC and complete survey data via Google Forms, save evidence to OMJ Backpack and participate in focus groups and interviews). In 06/17, GAT collects all data from OMJ and OSU app database, & survey results for 1st year implementation report.

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 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 internally evaluated by evaluating the project using qualitative and quantitative data from the OMJ database, ODE report card measures, surveys and CCSC activities. 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 an Implementation report and yearly reports, with a summative report after the 2nd sustainability year with data reported in the Straight A Compliance tool.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replication within the district or collaborative group. 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.

Our Career Connections Student Center can absolutely be scaled-up, expanded and replicated! Each of our 5 CCSC spaces can be replicated in schools across the state of Ohio. All schools in the state of Ohio can have access to our center depending on capacity. Schools can scale down or scale up those activity spaces that are most effective such as the modular career 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. Any 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").