

Budget

Midwest Regional ESC (014777) - Logan County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (1)

U.S.A.S. Fund #: 466

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

| Purpose Code | Object Code | Salaries 100 | Retirement Fringe Benefits 200 | Purchased Services 400 | Supplies 500 | Capital Outlay 600 | Other 800 | Total |
|------------------|-------------|--------------|--------------------------------|------------------------|--------------|--------------------|----------------------------|-------------|
| Instruction | | 0.00 | 0.00 | 0.00 | 4,000.00 | 0.00 | 0.00 | 4,000.00 |
| Support Services | | 0.00 | 0.00 | 280,200.00 | 0.00 | 0.00 | 0.00 | 280,200.00 |
| Governance/Admin | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Prof Development | | 0.00 | 0.00 | 75,000.00 | 0.00 | 0.00 | 0.00 | 75,000.00 |
| Family/Community | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Safety | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Facilities | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transportation | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Indirect Cost | | | | | | | 0.00 | 0.00 |
| Total | | 0.00 | 0.00 | 355,200.00 | 4,000.00 | 0.00 | 0.00 | 359,200.00 |
| | | | | | | | Adjusted Allocation | 0.00 |
| | | | | | | | Remaining | -359,200.00 |

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
West Central Ohio CAREER NETWORK (CN)

2. Project Summary: Please limit your responses to no more than three sentences.
CN combines career technology, manufacturing internships, and education for at-risk students to graduate with a credentialed skill.
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.*

| Grant Year | | | | |
|-------------------------|-------|-------|-------|---|
| Pre-K Special Education | K | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 |
| 25 9 | 25 10 | 25 11 | 25 12 | |

| Year 1 | | | | |
|-------------------------|-------|-------|-------|---|
| Pre-K Special Education | K | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 |
| 27 9 | 30 10 | 35 11 | 40 12 | |

| Year 2 | | | | |
|-------------------------|-------|-------|-------|---|
| Pre-K Special Education | K | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 |
| 28 9 | 50 10 | 55 11 | 60 12 | |

| Year 3 | | | | |
|-------------------------|-------|-------|-------|---|
| Pre-K Special Education | K | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 |
| 29 9 | 60 10 | 71 11 | 82 12 | |

| Year 4 | | | | |
|-------------------------|-------|--------|--------|---|
| Pre-K Special Education | K | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 |
| 30 9 | 70 10 | 100 11 | 110 12 | |

| Year 5 | | | | |
|-------------------------|---|---|---|---|
| Pre-K Special Education | K | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 |

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.

CN involves four credit recovery program sites, representing nine school districts, designed for at-risk youth based on the West Central Ohio Manufacturers Basic Credentialing process and goals from the Harvard Pathways to Prosperity Network. The grant Governance expects a minimum of one hundred students in year one (25 students per site). The concept of a program that provides at-risk students with the goal of a high school education and an opportunity for future employment is valued in the three county area. The pilot program has grown from the first site in 2000 at Sidney High School to an additional three school sites since 2014. The prospect for additional districts to create a program is high. Superintendents have inquired about this unique program being offered to at-risk students which brings education and business communities together. Student enrollment is expected to grow each year. The Governance committee estimates that six sites could impact 353 students by 2021.

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

First and last name of contact for lead applicant
Heather O'Donnell, Superintendent

Organizational name of lead applicant
Midwest Regional Education Service Center

Address of lead applicant
Midwest Regional Education Service Center, 120 Opera Street, Bellefontaine, Ohio 43311

Phone Number of lead applicant
937-498-1354 ext. 5500

Email Address of lead applicant
hodonnell@mresc.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

Fact: Manufacturers in Shelby, Logan, and Hardin counties have indicated that fewer than 15% of job applicants are able to pass the minimum requirements for employment (Shelby County Job Development Council 2015). Fact: At-risk high school students not involved in a structured credit recovery, career-based program are four times more likely to drop out of school or if they graduate not to pursue additional education or a career path. (US Census) Ohio will need nearly twice as many adults with postsecondary credentials to meet workforce demands by 2020. Fifty-nine percent of Ohio jobs will require a college degree or industry-recognized certification; currently 36 percent of Ohio adults have a college degree or certification (Complete College America). Fairlawn, Indian Lake, Upper Scioto Valley and Sidney working with Rhodes State and Edison colleges, local manufacturers (Honda, Emerson, and WIWA-LP), and community business organizations have made a collective commitment with a goal of insuring that 50 percent of young adults have job certifications or postsecondary degrees by

2020. Each CN will be organized as a school-within-a school, where students work in small learning communities. In an effort to build connections between school and work and to provide students with a range of career development and work-based learning opportunities; the CN will offer students a combination of academic and career-technical curricula set to an integrated career theme. Partnerships will be established with local employers. Linkages will be built to encourage post-graduate education through local trade colleges, manufactures, curricular articulation, and field experiences. Criteria helping to design the CN are from Harvard's Pathway to Prosperity outcomes and are supported by the Office of the Governor and the Ohio Dept. of Higher Ed: (1) School performance/career advising, (2) youth development / work experiences, (3) State policies, and (4) employer/college engagement.

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

The partnership comprised of the Midwest Regional Educational Services Center; the Chambers of Commerce from Shelby, Logan and Hardin Counties; the West Central Ohio Manufacturers Association; Honda of America; WIWA-LP; and Emerson Technologies will mitigate four challenges: 1) West Central Ohio culture does not fully embrace career technical training in preparing our students for financially rewarding careers, either alone or in combination with two-year and four-year college preparation. To shift the prevailing perception among students, families, educators and community stakeholders, this project includes comprehensive engagement and training for leaders in each of those groups to deliver accurate and persuasive information about effective academic preparation. 2) In the past, Ohio's social and economic policy has been based on a constant surplus of both skilled and unskilled labor. In the future, policies must focus on the significant ramifications of growing shortages of skilled labor. This profound shift will necessitate a commitment to increase the level of educational achievement of the traditional workforce while, at the same time, reaching out to those who have traditionally been left behind by cultural and political system. (Education Workforce Policy, Jones, 2014). Ohio needs more programs in traditional and nontraditional settings that include high school curriculum, technical training, college coursework, and work-based learning in combinations that produce high school graduates who are credentialed to work and are well on their way to an economically viable degree. The target population is the 200 high school students in our network who are not served by existing career technical programs and who will not matriculate directly to a four-year public college or university. Career NETWORK will develop programs in three industries based on regional workforce conditions and needs. Professional development, tools, and infrastructure will be provided to instructors. 3) The traditional classroom setting, will include delivery through on-line systems (PLATO), accreditation of past training/education/work experience, workplace delivery options, internships, expanding the application of contextual learning, and joint technical/academic programs (e.g. training could occur at Rhodes State College or the Ohio Hi-Point Career Center). The challenge is to develop a more client-based post-secondary education system that meets the learning/life style needs of the students, is aligned with employer expectations, and meets academic credential standards. 4) The network recognizes the importance of measuring progress, analysis, and results. The program will design a rubric to measure how well it has met its goals and objectives and what impact the program may have had on individuals or broader societal goals (outcome evaluation). What will CAREER NETWORK do for Ohio? The potential is groundbreaking. Network results should stimulate state-wide replication that will lead to: 1) credit recovery leading to high school completion, 2) reduced college remediation rates, 3) accelerated postsecondary credential attainment by participating students, 4) productive work-based learning experiences for participating students and employers, and 5) program sustainability. The theory of change includes both systemic cost reductions and increased productivity (credential attainment). By connecting national expertise and local ingenuity, the network will set the stage for students to seamlessly matriculate from high school to a career or college, ultimately saving money for Ohio's taxpayers and families while creating the workforce Ohio needs to remain competitive in the next decade.

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) By July 30, 2017 all CAREER NETWORK program sites will have 50 percent of students working toward attainment of the Basic Credential established by West Central Ohio manufacturers while pursuing a high school diploma. Data will be collected by the project coordinator. 2) By July 30, 2017 all CAREER NETWORK program sites will broaden by 20 percent the participation of women and minorities in the Basic Credential Program or in College Credit Plus classes. 3) By July 30, 2017 a plan will be designed by the coordinator so that 100% of students completing the Basic Credential will receive an interview with a local manufacturer for a summer internship program. 4) By January 1, 2017 specialized courses will be created by the Midwest Regional ESC Professional Development team for the CAREER NETWORK staff. Teachers will be educated online to ensure an in-depth knowledge of the credentialing process. 5) By July 30, 2017 a teacher, academic advisor, and administrator survey will show that 90 percent of the program staff value the professional development as a tool to ensure fidelity with earlier training.

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.

The following assumptions are true and define to a large degree the need for at-risk students to participate in a HS program which results in a board-approved Industry Credential that can lead to a job or college path following graduation. The vast majority (70%) of the labor force in the US does not have a Bachelor's Degree, according to analyses of American Community Surveys data collected by the Census Bureau in 2009. By the time students reach their mid-twenties, fewer than half of them will earn a four-year college degree (30%). Only 8% of students will have obtained a two-year Associate degree. For those students under 25 who have earned a college degree, as many as half may be unemployed or, more typically, underemployed (Pathways to Prosperity 2014). Assumption I: A policy that encourages all HS students to aspire to a college degree is practically flawed since the vast majority of jobs do not require a four-year college degree. The CN will utilize materials that provide practical information to staff, school, and community. Comprehensive training for staff, counselors, administration, and partners will be provided by online classes developed by the MRESC. Assumption II: Blended learning for students studying high tech manufacturing is essential. It can convert a 12-day class into a 5-day classroom experience. It is considered viable and cost effective, reducing monies used for expensive equipment and textbooks. 77% of all U.S. organizations currently use virtual technology. (Intel white paper 2012). Assumption III: The Ohio Dept. of Higher Ed. and Central Ohio school districts are collaborating in an unprecedented manner to implement demonstration sites for Harvard's Pathways to Prosperity. This partnership of schools is working with Jobs for the Future, Battelle for Kids, and Ohio Pathways to Prosperity. The CAREER NETWORK initiative expands many of the forenamed

characteristics and identifies one manufacturing partner at each site.

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

Since 2000, The Sidney site (SCR) has provided an opportunity for at-risk students from 7 school districts to graduate from HS via a non-traditional program. SCR has evolved, adding social counseling, youth development services, parent classes, and job readiness skills. The other three sites are established with similar goals and outcomes. The assumptions above have led to the realization that these CN sites must provide innovative means for students who are not likely to go to college to become productive members of their community through local manufacturing employment. The Harvard Progress Report, 2012-2014 describes a growing skills gap among young adults as well as a dramatic decline in the employment of young adults, which is now at its lowest level since World War II. "Only one young person in three obtains a four-year degree by age 25, and roughly 30 percent of the job openings projected over the next decade require some education beyond HS but not necessarily a four-year degree." The SCR site has become a pilot program monitored by the MRESC. A 21st Century Grant plus contributions from Emerson Technologies and Lowes made possible a curriculum extension into STEM and Careers. A Governance committee was organized and has met quarterly since 2010. Three additional CN sites have been added since 2013: 1) Upper Scioto Valley (CareerKids), 2) Fairlawn (Learning Zone), and 3) Indian Lake School (Ohio Means Jobs@ Indian Lake). All sites concur that students and communities would benefit from a manufacturing credential program completed in high school. "Manufacturers cannot win the race to compete in the global marketplace without the talent they need." (McNelly, Pres. Manufacturing Institute) The students targeted for these specialized programs do not necessarily aspire to a college degree; most will stay in their community. Students and their families often see career technical education and college preparatory education as separate and exclusive. Employers are seeking the best possible talent and are increasingly relying on credentials. Currently, programs do not exist to adequately serve this population. The USV Governance has investigated an exemplary career technical program in which students will achieve high school requirements and manufacturing credentials through the West Central Ohio Manufacturing Partnership. The CN will adopt the Basic Certification requirements for high school. The Skills Certification System is applied STEM. It puts a heightened focus on science, technology, and acute thinking skills, embedding industry-based certification in manufacturing. Upon completion, as a senior, a student may interview for a summer internship with a manufacturer, the experience leading to a full time job. A student may continue their Certification levels. Intermediate Certification is available at Rhodes State College. The Advanced Certification is an associate's degree in one of several manufacturing related fields. Instructors at all sites will need specialized PD to provide instruction for a credential that was not previously available. This approach expands the ability of each teacher to leverage a variety of instructional approaches, content and experiences based on the needs and interests of each individual student. Additionally, the Pathways to Prosperity Conference provides focused workshops on expanding employer engagement and growing networks. All four sites have been using PLATO virtual learning for academic credit recovery programs. At SCR the average student GPA was 1.5 and at graduation the average was 2.1. Credits earned upon entry averaged 9.1 and at graduation 12.63 (Data from 2014-2015). Students who passed all five OGTs both upon entry was 37.8 and at graduation it was 59.01. (2014-2015 Ohio Alternative Education Challenge Grant Evaluation, Brucker). PLATO has extended student learning through courses that offer work skills and career exploration.

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).

Data will be part of an ongoing cycle of instructional improvement. Students will be taught to examine their own data and set learning goals. Indicator Measuring Credential Outcome: Academic advisors and teachers at each site will maintain an excel sheet which will hold the following data: A) The number, name, attendance, grade level of each student participating in the CAREER NETWORK. B) The number of students completing the Basic Credential process. Indicator Measuring Internship Outcome: The Project Coordinators will maintain an excel sheet which will hold the following data: A) The number of students participating in internship interviews. B) The number of students participating in an internship. C) The number of students completing the internship process. Indicator Quality of Student Work Skills: Supervising staff at the manufacturers will be surveyed on measuring the quality of student performance at work on a Reichert Scale from 1-5. Indicator Quality of Student Experience: Project Coordinators will survey every participating student from the beginning to the end of the Credential process on several variables (e.g. instruction, internship, job readiness, job interview, PLATO) using a Reichert Scale from 1-5. Indicator Long Term Student Outcome through 2021: Project Coordinators and Academic Advisors will maintain data on students graduating from each site via surveys and conduct follow-up interviews. Indicator Quality of Professional Development: Project Coordinators will coordinate professional staff development and survey staff following online and conference activity using a survey using a Reichert Scale from 1-5. Indicator Governance Monitoring: The Coordinators and Director will confer with members at each meeting to insure that Governance is receiving timely data, reports, and updates. Minutes will be recorded.

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 Point Student Academic Ability: Each student will take the TABE. (The TABE measures the skills adults need to succeed on the job and in life in math and reading.) The test will be given in September of 2016, and a second time in May 2017 continuing through 2021. Data Point Academic Comparison: Before/after entering the CAREER NETWORK. Student grade point averages and credits obtained toward graduation will be displayed on a bar graph. Data Point One will show the grade point average of each student prior to entering the program. Data Point Two (May 2017), will show the grade point average of students completing the credentialing process and/or graduation. Data Point Closing the Achievement Gap: A visual bar graph will be designed showing the gender, minorities, and number of students in September of 2016, and the Second Data point will show the number of students completing the Basic Credential each year through 2021. Data will be collected through June, 2021. Data Point Percentage of Students Passage on Ohio Assessments: Data Point One will show the average number of assessments passed by students on a bar graph at entry to the program. Data Point Two will show the number of assessments passed by May 2017. Data will be collected through June 2021. Data Point Percentage of Absenteeism: Student attendance will be shown on a bar graph. Data Point One will show the average number of absences by students in May, 2016. Data Point Two will show the number of absences by students in May, 2017. Data will be collected through June, 2021.

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

Parts of the CN have been successfully piloted. The STEM SCR section has received two awards: 1) Program of the Year in Tech. from the 21st Century, 2013. 2) STEM Program of the Year from the Ohio Legislature, 2010. Changes have occurred when outcomes were not realized. A framework was developed, rationales/assumptions examined, & corrections made based on the empirical knowledge of the

best educators/practitioners who were researched. Adjustments made: 1) Aligning curriculum to the Common Core, 2) following guidance recommendation for student recruitment, & 3) writing grants to update the SCR classroom with new technology. The CN is prepared to adjust outcomes or re-visit assumptions. The Governance observes, collects data, & measures current outcomes and objectives creating a series of deliverables; an evaluation plan, mid-year findings report, & a final report. Indications which measure signals of instability will be discussed. Interventions will be initiated that will change the course if the data show that CN is not on track. The project's timeline represents an aggressive implementation schedule. Full participation will be necessary by all members in order to accomplish the commitments of this proposal. A selection process will include time commitments as a key consideration, along with skills & experience for the specific assignment. The CN Governance will maintain focus on the project's goal. It will meet one time every week through Feb. 2016 & then one time each month. It will monitor & compare new & existing data. The outcomes for this project are clear. Aberrations that distract from goals will be immediately addressed & changes will be directed to the Governance. The CN realizes that change will lead to success only if it meets the rigor & specificity of the project's core standards. The following question must be answered for each altered assumption 1) What/who will be affected? 2) How will change impact the main goal?

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.

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.

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

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).

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

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

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.

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.

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

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.

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.

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

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.

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

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

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.

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.

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.

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

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

a. New - Never before implemented

b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

c. Replication - Expansion or new implementation of a previous Straight A Project

d. Mixed Concept - Incorporates new and existing elements

e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

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

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

[Enter Budget](#)

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

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

[Upload Documents](#)

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

359,200.00 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.

\$98,000: One District-level contracted project coordinator to oversee district responsibilities for implementation at the following sites: Sidney City, Upper Scioto Valley, Fairlawn, and Indian Lake. (1 Contracted Coordinator/Consultant at \$32,500 For FY 15 (one half year) and \$65,500 for FY16). Budget Grid: Support Services/Purchased Services Object 400. \$4,500: Mileage for project coordinator between districts and manufacturers. (\$.50 per mile x 18 months x 500 miles per month (or a total of 9,000 miles) equals \$4,500. Budget Grid: Support Services/Purchased Services Object 400. \$16,000: Transportation for 100 students at four schools to work-based sites for recruitment or intern activities (4 sites X \$4,000 for bus transportation costs). Through the grant, the ESC will provide each site/district will be given \$4,000 each for

transportation costs. Budget Grid: Support Services/Purchased Services Object 400. This expenditure would be considered Support Services to the ESC since it is not the one providing the transportation. \$12,900: Travel for leadership and professional development team to participate in two-day Pathway to Prosperity Network meeting (\$600 airfare + \$600 registration + \$650 hotel + 300 food for two nights X 6 participants equals \$12,900). Budget Grid: Support Services/Purchased Services Object 400. \$75,000: Facilitation for Professional Development and Continuous Learning workshop for members of the Career Academy Coalition - Sidney, Fairlawn, Upper Scioto Valley, and Indian Lake. This includes the cost to design specialized information on credentialing as designated by manufacturers. Budget Grid: Prof. Services/Purchased Services Object 400. \$125,000: Technical support provided by PLATO Network via Jobs for the Future and Harvard. Support includes network convening, needs analysis, regional industry analysis, policy alignment recommendations, and general design support at all four sites. The ESC has received a quote for this software and support to justify the amount. Budget Grid: Support Services/Purchased Services Object 400. \$4,000: Lab supplies for each site (4 sites x \$1,000 equals \$4,000). Each district/site will be provided \$1,000 each. Budget Grid: Instruction/Supplies Object 500. \$10,000: Program evaluation of short-term implementation and long-term impact by Mandryk Consultants. The evaluation will cover Grant year 2016 through Year Five 2021. Budget Grid: Support Services/Purchased Services Object 400. \$4,000: Substitutes in order for district staff to attend professional development (\$1,000 for each site x 4 sites equals \$4,000). Budget Grid: Support Services/Purchased Services Object 400. This line item would be "purchased service" as the ESC would provide it to the district to utilize. \$800: Benefits (SERS/Medicare/workers' comp) for the district substitutes in order for staff to attend professional development (\$200 for each site x 4 sites equals \$800). Budget Grid: Support Services/Purchased Services Object 400. This line item would be "purchased service" as the ESC would provide it to the district to utilize. \$9,000: Monies to be used to "startup" internships between school sites and Honda, Emerson, and WIWA. This is incentive/support monies to the manufacturers to provide the necessary on-site internships. Budget Grid: Support Services/Purchased Services Object 400. Total Budget = \$359,200

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.

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

31,500.00 d. Sustainability Year 4

31,500.00 e. Sustainability Year 5

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.

The West Central Ohio CAREER NETWORK exhibits exceptional confidence in the sustainability costs of this project. The majority of costs are one-time and directed toward capacity-building, project organization, and manufacturing engagement. It should be noted that these expenditures are not recurring; they will build capacity and continue to yield outcomes. This will be accomplished for years to come through pathway linkages of manufacturing partners (instead of disconnected dots) and continued recruitment of student participants. Every facility will attract students and provide a workplace atmosphere to complete credentialing and provide a smooth transition into the workforce starting now and continuing well into the future. The West Central Ohio CAREER NETWORK will build a professional development community at all four sites through the evidence-based training of Pathways to Prosperity. The capacity built through learning communities will be sufficient to administer the programs and be integrated without additional costs into the Midwest Regional ESC professional development activities for now and future replication and expansion. These include developing structure work-based learning experiences, managing laboratories, worksites, and collaborating with partners in manufacturing to update curricula. Manufacturers will work with school sites providing student internships that are initially established through \$3,000 of grant monies at each site. In addition, students will receive academic credit. At the conclusion of Year One, the Director will meet with the manufacturers to discuss financial extensions for interns through 2021. NETWORK members will utilize multiple approaches to offset ongoing costs, and will realize savings. The Project Coordinator's role will be repurposed by existing positions at each site. All four sites are 21st Century Community Learning Centers with site coordinators managed by a Midwest Regional Educational Service Center Director. Since the purchased service contracts of coordinators will expire in FY19 and FY20, there is a need for a contracted coordinator in order to sustain the program in FY 21 and FY 22. The sustainability cost would be \$31,500 in each year, which represents \$30,000 for the contract and \$1,500 in mileage. The Midwest Regional Educational Service Center has sufficient supplies on-hand for the coordinator. These sustainability costs are realistic as they are the same amounts under the contract currently in FY16. The same contractors will be used in FY17 through FY19 for the same contracted amounts.

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.

At the Midwest Regional Educational Service Center, there will be cost savings from two coordinators whose purchased service contract will expire in FY18 and one coordinator whose purchased service contract will expire in FY19. The amounts shown on the Financial Impact Table are the contract amount of \$30,000, plus \$1,500 in mileage and \$500 in supplies (\$32,000 per coordinator). Thus, a total savings of \$64,000 in FY 19 and \$32,000 in FY20 at the Midwest Regional ESC (purchased services line). The total cost savings of FY19 and FY20 is \$96,000. Fairlawn Local School District, Indian Lake Local School District, Sidney City Schools, and Upper Scioto Valley Local School District will also have cost savings. Each district will save \$1,000 each year for not having to pay for substitutes' pay for those staff members to attend professional development off-site (personal services line in FY18 through FY22). Each district will save \$200 each year for not having to pay for

the substitutes' benefits (SERS/Medicare/Workers Comp) for those staff members to attend professional development off-site (fringe benefits line in FY18 through FY22). Due to the implementation of PLATO and on-line professional development program, each district will not have to pay for off-site professional development or other on-line courses for their students. This will be a savings of \$7,500 per year per district (\$5,000 for on-line student courses and \$2,500 for off-site professional development). This \$7,500 is the purchased services line in FY18 through FY22. Each district will save \$1,000 in FY18 from the instructional supplies purchased in FY17 (supplies/material line in FY18). Thus, each district will have a total of \$44,500 in cost savings (\$1,000 sub pay + \$200 sub benefits + \$5,000 on-line courses + \$2,500 off-site Prof. Development equals \$8,700 times five years equals \$43,500. Then one adds the \$1,000 from supplies in FY18 for a total of \$44,500 per district. The total cost savings from above is as follows: Midwest Regional ESC \$96,000 Fairlawn \$44,500 Indian Lake \$44,500 Sidney City \$44,500 Upper Scioto Valley \$44,500 Total cost savings of \$274,000

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

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table

Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.

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.

Funds will be available from two contracted coordinators whose purchased service contract will expire in FY 18 and one contracted coordinator whose purchased service contract will expire in FY19. The amounts shown on the Financial Impact Table are the contract amount of \$30,000, plus \$1,500 in mileage (\$31,500 per coordinator). Thus, a total reallocated funds of \$31,500 in FY 21 and \$31,500 in FY22 (See Midwest Regional Educational Service Center's Financial Impact Table Section C) for a total \$63,000 in reallocated savings. Instead of having multiple coordinators for each site, there is a reallocation of funds to support one coordinator in FY21 and FY22 as noted in the expenditures in section A. Availability of additional funds will be realized through a paradigm change in the way that professional development is deployed. Amid severe budget cuts, many of the school districts are struggling to provide professional development for teachers. Districts often don't have funds for travel costs or to pay substitute teachers so that full-time teachers can participate in training during school hours. The time and expense of in-person professional development is becoming cost-prohibitive. The Midwest Regional Education Service Center's professional development and curriculum departments will create a new high-quality online professional development system that will provide savings to school districts and the ESC. The new online professional development department will be deployed using Learn-Dash to produce virtual professional learning communities (PLCs) and job embedded sessions.

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 Range 10/9/2015 - 02/29/2016

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

1. Project Management - MILESTONE & Benchmarks follow. A) Fiscal Management Team assembled by Midwest Regional Educational Service Center B) Project Management Team assembled by Midwest Regional Educational Service Center C) Convene Governance network members, partner entities, & stakeholders to guide project implementation & make critical decisions based on recommendations from four pilot sites - Fairlawn, Upper Scioto Valley, Indian Lake, & Sidney Opportunity School. The Governance Committee will meet weekly through the duration of the grant period. 2. Assemble staff & contingent staff at all locations. - MILESTONE & Benchmarks follow. A) Point person for each manufacturer B) CAREER NETWORK Coordinator working at no cost to organize manufacturer/school liaison C) CAREER NETWORK program defines Basic Credential, college credit, high school credit available. D) Identify PLATO courses, identify other digital content needed for Basic Credentialing. 3. Engagement/Training toward professional development - MILESTONE & Benchmarks follow. A) Professional development team assembled B) Professional development for staff members, administrators, and teachers at each location. C) Forum for all Governance Committee members, parents and students 4. Assign Instructional Technology to investigate PLATO programming and online requirements - MILESTONE. 5. Students have been selected at all sites - MILESTONE. Benchmarks: 1. Coordinator and principal site visit to Prosperity Director at Columbus State 2. Tom Mandryk of Mandryk & Associates conducts initial site visit for evaluation This project includes professional services contracts. All contracts and key appointments will be approved by the MRESC, as the fiscal agent, in a public meeting, following all usual procurement laws and policies. 3. Dr. Howard Knoff, pro bono, is briefed on & his recommendations are addressed.

22. Implementation(grant funded start-up activities)

a. Date Range 02/01/2016 - 06/30/2017

b. Scope of activities - include all specific completion benchmarks

1. Project Management - MILESTONE & Benchmarks follow. A) Governance weekly meetings include updates from all teams including the PD team, fiscal team, CN Coordinators, site managers, & project director. B) Fiscal has completed contracts with PLATO & shared service agreements for each site have been completed. C) All encumbered funds are spent. D) Financial and performance reports are filed with the ODE. E) Students are participating at all sites and manufacturers have established criteria & interviews for internships. Programs will be launched by August 2016. 2. Professional Development Training - MILESTONE and Benchmarks follow. A) PD director, coordinator, & one educator representing each site will attend the conference on Pathways to Prosperity. Information will assist in the development on courses. Online PD courses are designed by 9/1/2016. B) PLATO online course provided to all instructors at all sites - participants will receive a badge of accreditation. C) All academic advisors and teachers will complete online PD courses. 3. First data points are established by Evaluator Consultants - MILESTONE and Benchmark follows. A) Incorporate methods for assessing student competencies in both formal classroom settings and work-based settings. This includes the internship. Benchmarks: 1. Progress report completed to reflect grant promises. Schedule finalized for follow up assessments at end of each successive school year to measure impact of initiative in context with the goals. 2. Work-based learning experiences aligned with Basic Credential and student curriculum (Rhodes). 3. Provide internship interviews with students that have completed Basic Credentialing. 4. Final implementation progress reported by Governance; disseminated to all consortia superintendents & BOE's. 5. Summative implementation evaluation completed. Progress reports will be updated for the next five years.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range 06/30/2017 - 2021 and beyond

b. Scope of activities - include all specific completion benchmarks

1. Student participation at each site has grown significantly from the "start-up" figure of twenty five students - MILESTONE and Benchmarks follow. A) Student internships have increased by 10% each year. B) Students choosing to continue the credentialing process is 90% or greater. The Coordinators continue to work with Rhodes State and Dr. John Berry to insure the fidelity of the credentialing process. 2. The number of manufacturers participating in the program has grown each year by 10% - MILESTONE. 3. Professional development for CAREER NETWORK educators and general educators in the Midwestern Regional Educational Service Center utilizing designed virtual learning will increase by 70% - MILESTONE. 4. Tom Mandryk (Mandryk & Associates) will provide the Ohio Department of Education with clear metrics related to each goal - MILESTONE and Benchmark follows. A) Data will be collected and analyzed on a quarterly basis. All results will be shared with the Governance Committee and each district School Board. 5. Dr. Howie Knouff will annually, pro bono, check the data from evaluations and make recommendations.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The CAREER NETWORK will move forward "job readiness" programming for at-risk students at all four sites - Sidney, Fairlawn, Indian Lake, and Upper Scioto Valley. Instructional changes will occur: 1) A career information and advising system that exposes students to a wide range of career information using a common framework and materials so that students and families receive consistent, accurate information will be established. 2) The impact on student performance will be evident by students who are able to graduate from high school with recognized postsecondary credentials. 3) Curriculum changes will include the required courses for the Basic Manufacturing Credential. 4) The CAREER NETWORK will improve outcomes on the measure for participating schools while increasing the number of students overall who graduate ready to step into a career. The initiative is targeting 100 students, 25 from four sites, by spring 2017, and anticipates increasing that number to 353 or 59 students at six sites through expansion and replication by 2021. 5) Rhodes State will become an increasing important partner as students choose to increase credentialing from Basic to to Intermediate Credentialing, and Advanced Certification Credential. The CAREER NETWORK is creating a pathway for students that includes high-tech equipment, teamwork, problem solving and regularly improving performance. The program will support student attainment of an economically viable credential concurrent with high school graduation (Creating Pathways to Prosperity, Harvard 2014). The CAREER NETWORK proposes to accelerate students toward postsecondary credentials. Currently, Sidney Credit Recovery, "JOBS," the Upper Scioto Valley School District "CareerKids," the Indian Lake School District, "Ohio Means Jobs@Indian Lake Schools" and Fairlawn's Local School District, "Learning Zone," programs are building capacity in requiring a transformative approach to integrating high school requirements, career technical training, work-based learning and college-credit. The Basic credentialed endorsed certification will be approved by the West Ohio Manufacturers Association. Organizational changes will occur. 1) The Midwest Regional Educational Service Center is evolving. A change in professional development delivery is necessary, and the MRESC has the professional development talent to develop courses uniquely aligned to important topics for instructors and administrators. This delivery extends beyond virtual learning to live or taped broadcasts. 2) As counselors have taken on roles other than career counselor, additional school staff are expected to participate in students' career development. Each site will have a group of instructors that create a team approach to career development. Few rural Ohio schools are combining these opportunities into a broad array of competency-based programs which includes technical training and on-the-job intern experience aligned to student career interests and the community's economic development needs. The Governance Committee representing education, industry, and the community (including students and parents) will guide each manufacturing pathway. This shift away from insular programming that exists only within a school, district, college or other organization

means the programs are positioned to be responsive to changes in the landscape, including industry needs, educational requirements, and student demand.

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:

Project evaluator: Mr. Tom Mandryk of Mandryk & Associates Email: tmandryk@sbcglobal.net Mail: 8437 Cypress Trail, Waynesville, OH 45068
Phone: 937-409-9239

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.

The CN is committed to a rigorous program of research and evaluation in order to produce key information about the emerging model and how it relates to student outcomes and economic impact. A systematic research process will be conducted and will employ an internal team who will work with Tom Mandryk Evaluation Consultants on the program evaluations. The evaluations will use qualitative, quantitative, and mixed-methods data collection and analysis. The evaluations will be focused on the degree to which the model is supporting student achievement, cost-effectiveness, and fulfilling the workforce needs of the local community 1) Accelerating student achievement and deepening at-risk student learning by meeting the academic needs of each student; 2) Decreasing achievement gaps across student groups; 3) Aligning with Basic Credentialing Standards and career-ready graduation requirements; 4) Increasing the effectiveness of educators through PD; 5) Increasing the rates at which at-risk students graduate from high school prepared for college and/or careers. 6) Meeting the demand of local employers for skilled workers with credentials. The research evaluation will consider the impact of the CN as it relates to creating the conditions for sustainability and expansion across the state, including how the model is: 1) Involves collaboration with community partners; 2) Leveraged technology and work-based experiences to deepen learning; 3) Uses technology to improve PD and instructional learning; 4) Increases student productivity and internships; 5) Builds community-wide support for student achievement. Methods for Evaluation With these over-arching questions, third-party research and evaluation of the model will require an approach that is formative in nature and culminates at the end of five years with a summative evaluation that combines longitudinal data and addresses future program needs. The evaluation will employ a variety of qualitative, quantitative, & mixed methods research. Qualitative methods will include: (a) case studies of schools, classrooms & informal learning environments; (b) interviews with students, teachers, leaders, staff, parents, community partners; (c) field observations of classrooms, community partner informal learning; & (d) school focus groups with students, teachers, staff, parents, business & community partners. Quantitative methods will include: (a) surveys with students, teachers, leaders, staff, parents, business and community partners; (b) data analysis of student academic outcomes both internally & compared with traditional school counterparts from across the state & nation; (c) data analysis of student outcomes; (d) data analysis of business and community partner involvement; (E) data analysis of teacher and staff professional development program outcomes; (F) data analysis of specific performance measures; (G) data analysis of efficiencies/productivities; and, (H) data analysis of regional impact. Mixed methods research will employ a longitudinal evaluation to determine the overall impact of the model and will combine qualitative & quantitative data to help determine whether the model is able to create the desired outcomes. Deliverables will be shared with other education providers in Ohio & nationally. A summative implementation evaluation will be provided at the end of the grant period. Ongoing formative evaluation will continue beyond the grant period and will conclude with a summative program evaluation at the end of five years. Results will be shared through the Chamber of Commerce and the Manufacturers Association. School districts will receive deliverables through a presentation at the OSBA Capital Conference. Confidentiality All data and reports generated will abide by national standards guiding the protection of personal information and will adhere to a strict policy of maintaining participant confidentiality.

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.

The CAREER NETWORK proposal is designed to be scaled-up and creates a model for schools across the state, solving the known challenges through an innovative initiative. The groundwork was developed in 2000 when the credit recovery program was initiated at the Sidney City School District for at-risk students. Early success led to the foundation of a Jobs curriculum. The other three sites, Fairlawn, Upper Scioto Valley, and Indian Lake have replicated the program format. Coordinators from all sites meet monthly and have developed criteria for regional and state implementation of program strategies. 1) The CAREER NETWORK is a program that can be scaled-up in a school district within six months of time. The Midwest Regional Educational Service Center knows that this is a valid timeline because it has been used to start three additional programs. The project is organized into components which enable an administration to organize beginning with: 1) selection of focus students, 2) developing a schedule, 3) creating a partnership with a local manufacturer that includes summer student interns hips, 4) professional development for staff resulting involving a new curriculum with Basic Credentialing and PLATO for students, 5) implementation of Basic Credential curriculum. 2) Articles will be submitted for publication in the West Central Ohio Manufacturing Journal, the Ohio Career Center Publication, and Pathways to Prosperity publication Call for Papers. John Berry, working pro bono, from Rhodes State will promote the program at the national and state level. 3) The project will include strategies from an existing model, "Pathways to Progress" and the curriculum requirements for the Basic Credential as required by the West Central Ohio Manufacturers Association. Other districts across the state can become part of a similar model by taking advantage of the learnings from this proposed innovative project. Each site will

develop intermediaries who have expertise to provide technical assistance (PLATO) or professional development knowledge to an interested district. Visits to CAREER NETWORK sites will be welcomed. The Chambers of Commerce and Workforce Development Agencies will support the work of this project and provide structure and oversight to the Governance Committee. 4) At the development of each of the four sites, the partnership will fully engage both industry organizations and individual businesses to solve industry-specific concerns. Collecting and sharing procedures to ensure safety of students and protection of business interests will be important to replication of these programs. Additionally, the outreach materials developed will assist in helping business leaders connect these programs to their future financial success. The long-term success of this initiative depends on business leaders recognizing the strategies as supportive of their core missions rather than as community outreach or philanthropy. As stated above there is a plan to increase the scale and scope of the project. Today, November 20th, A Governance member was asked by the Hardin Northern School District in Hardin County to partner with the CAREER NETWORK leading to the Basic Credential process. This model can be replicated and members of the Governance are willing to work to insure success in other districts.

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

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

I accept: Heather O'Donnell Superintendent Midwest Regional Educational Service Center 120 Opera Street. Bellefontaine, Ohio 43311 937-498-1354 Ext. 5500 hodonnell@mresc.org

Consortium

Midwest Regional ESC (014777) - Logan County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Consortium Contacts

| First Name | Last Name | Telephone Number | Email Address | Organization Name | IRN | Address | Delete Contact |
|-------------------|------------------|-------------------------|----------------------------------|---------------------------------|------------|---|-----------------------|
| Scheu | John | 937-497-2200 | john.scheu@sidneycityschools.org | Sidney City | 044784 | 750 S 4th Ave, Sidney, OH, 45365-1163 | |
| Dennis | Recker | 419-757-3231 | drecker@usv.k12.oh.us | Upper Scioto Valley High School | 037960 | PO Box 305, Mc Guffey, OH, 45859-0305 | |
| Steve | Mascho | 937-492-1974 | mascho@fairlawn.k12.oh.us | Fairlawn High School | 011163 | 18800 Johnston Rd, Sidney, OH, 45365-9755 | |
| Patrick | O'Donnell | 937-686-8601 | odonnellp@ils-k12.org | Indian Lake High School | 017343 | 6210 State Route 235 N, Lewistown, OH, 43333-9704 | |

Partnerships

Midwest Regional ESC (014777) - Logan County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

| First Name | Last Name | Telephone Number | Email Address | Organization Name | IRN | Address | Delete Contact |
|------------|-----------|----------------------------|---------------------------------|---|-----|--|----------------|
| Thomas | Mandryk | 937-885-4825 | tmandryk@sbcglobal.net | Mandryk & Associates | | 8437 Cypress Trail, , Waynesville, OH, 45068 | |
| Mark | Zumberger | 937-935-9801 Ext. 65701 | mark_zumberger@hlm.honda.com | Honda Transmissions Manufacturing | | 6964 OH-235, , Russells Point, OH, 43348 | |
| Don | Baird | 937-498-3011 | don.baird@emersonclimate.com | Emerson Climate Technologies | | 1675 Campbell Rd., , Sidney, Ohio, 45365 | |
| Jeff | Wold | 419-757-0141 | jwold@wiwalt.com | WIWA | | 107 North Main St., , Alger, Ohio, 45812 | |
| Mike | Minnich | 937-593-7177 | michael.minnich@netgainis.com | NetGain | | 220 reynolds Avenue, , Bellefontaine, Ohio, 433d11 | |
| John | Berry | 419-995-8439 | BerryJ@rhodesstate.edu | Rhodes State University | | 4240 Campus Dr., , Lima, Ohio, 45804 | |
| Scott | Burnam | 1-513-685- 0731 | sburnam@edisonohio.edu | Edison State Community College | | 1973 Ediosn Dr., , Piqua, Ohio, 45356 | |
| Doug | Durliat | 419-995-8353 | durliat.d@rhodestate.edu | West Ohio Manufacturers Association | | Rhodes State University, , Lima, Ohio, 45804 | |
| Jon | Cross | 419-673-4131 | alliance@hardinohio.org | Chamber of Commerce for Hardin County | | 225 South Detroit Street, , Kenton, Ohio, 43326 | |
| Paul | Benedetti | 937-599-5121 | Ceo@logancountyohio.com | Chamber of Commerce for Logan County | | 100 S. Main St., , Bellefontaine, Ohio, 43311 | |
| Jeff | Raible | 937-492-9122 | jraible@sidneyshelbychamber.com | Chamber of Commerce for Shelby County | | 101 S. Ohio Ave - Floor 2, , Sideny, Ohio, 45365 | |
| Mike | Dodds | 937-498-9554 | deb@choosedidneyshelby.com | Sidney-Shelby Economic Partnership | | 101 S. Ohio Ave., , Sidney, Ohio, 45365 | |

Implementation Team

Midwest Regional ESC (014777) - Logan County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team

| First Name | Last Name | Title | Responsibilities | Qualifications | Prior Relevant Experience | Education | % FTE | Delete Contact |
|------------|-----------|-------------------------|---|--|--|--|-------|----------------|
| Deborah | Ellis | Project Coordinator ONE | Coordinator ONE will monitor Fairlawn and Sidney sites in Shelby County. The Coordinator will work with Emerson Technologies, the Governance Board, and West Ohio Manufacturers Association on internships, credentialing procedures, and professional development. Specific duties will include: 1) Serving as a liaison between each site and the manufacturer. 2) Serving on the Governance Committee. 3) Collecting assessment data from the Site Director and providing this to Mandryk & Associates evaluators. 4) Insuring that all staff have completed professional development from the MRESC and PLATO. 5) Reviewing data and data analysis with school board administrators. 6) Insuring that the Credentialing Process is being completed with fidelity. 7) Writing two professional articles as the program progresses. 8) Presenting at two state conferences. 9) Setting up | Mrs. Ellis has served as a Coordinator for numerous state and federal grants. Recently she worked with the MRESC as the Coordinator for the STEM Grant from the Ohio Department of Higher Education. She has organized personnel, managed budgets, ordered equipment and materials. She has promoted each grant project through presentatons at conferences. Mrs. Ellis has received accommodations for her work with at-risk students, especially in the areas of gifted education. She currently serves in the following leadership positions: Chair, Board of Trustees, The Ohio State University, Lima Campus Chair, OSU Lima External Relations Committee Chair, Staff/Parish Relations at First United Methodist Church Board Member, Mary Rutan Foundation Board Member, Logan County Cancer Society Co-Director, Warm Clothes for Kids program, agency of the Logan County United Way Chair of Board & Executive Committee, Green Hills Retirement Community Board Member, Green Hills Development Committee Member of the United Way Campaign Committee | Presentations Made at State, National, and International Levels ACT State Annual Conference 2013, 2011, 2010, 2009 Columbus, Ohio OACAC Counselors State Conference 2012 Columbus, Ohio OADEP Dual Enrollment State Conference 2012 Columbus, Ohio Regional High Schools That Work Conference 2011 Toledo, Ohio Assoc. for Career & Technical Education State Conference 2011 Columbus, Ohio Assoc. for Career & Technical Education Natl. Convention 2010 Las Vegas, Nevada Ohio School Improvement Institute 2010 Columbus, Ohio Buckeye Assoc. of School Administrators 2010 Columbus, Ohio Marysville School District 2010 - 2013 Marysville, Ohio Job Title: Coordinator of Gifted Services 7-12 Bellefontaine City Schools 1975-2010 Bellefontaine, Ohio Job Titles: Gifted Coordinator, Grant Writer/Coordinator of Student Resources, Elementary Principal, Curriculum Resource Coordinator, Mathematics Coordinator, and Elementary Teacher Shelby County Schools 2009 Sidney, Ohio Job Title: STEM Grant Coordinator Ohio Department of Education 2001 Columbus, Ohio Job Title: Baldrige Trainer and On-Site Assessment Examiner Urbana City Schools 1995 Urbana, Ohio Job Title: Gifted Instructor/Consultant Ft. Bend Independent Schools 1992 Houston, Texas Job Title: Gifted Consultant Ohio Department of Education | Master of Education Administration University of Dayton Masters of Ed. Wittenberg University | 50 | |

| | | | | | | | | |
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| | | | internships with manufacturers. 10) Responding to questions from the Ohio Department of Education. | | 1989 | | | |
| Lori | Dyer | Project Coordinator TWO | Coordinator Two will monitor Upper Scioto Valley and Indian Lake sites in Hardin and Logan Counties. The Coordinator will work with Honda and WIWA. The Coordinator will work with Honda, WIWA, the Governance Board, and West Ohio Manufacturers Association on internships, credentialing procedures, and professional development. Specific duties will include: 1) Serving as a liaison between each site and the manufacturer. 2) Serving on the Governance Committee. 3) Collecting assessment data from the Site Director and providing this to Mandryk & Associates evaluators. 4) Insuring that all staff have completed professional development from the MRESC and PLATO. 5) Reviewing data and data analysis with school board administrators. 6) Insuring that the Credentialing Process is being completed with fidelity. 7) Writing two professional articles as the program progresses. 8) Presenting at two state conferences. | Mrs. Dyer has received a Masters Degree in Economic Education and has worked twenty-five years in education. She has extensive teaching experience, and served as a District Committee Chairperson for the Ohio Improvement Process. She is published in textbooks and is coauthor of the book, United Agriculture Mechanics Textbook. Master Teacher, Curriculum for Agriculture Science Education, (CASE) 2011-Present Taught STEM based curriculum to teachers in 6 locations around the country, mentored co-teachers and facilitated on-line community of practice for each institute participants to continue professional development. Vocational Instructor, Agriculture Education, 1984-2014 Developed all course curricula, course structure, administered grades and supervised students with cooperative work placement. Worked closely with advisory committee to implement local workforce development needs related to program. Waynesfield-Goshen Local, Upper Scioto Valley Local, Allen East Local Schools Instructor-Adult GED and ABLE instruction 1985-86 Worked with adult students on preparation for General Equivalency Exam, Ohio Hi-Point Career Center. RELATED EXPERIENCE Ohio Improvement Process, District Committee Chairperson 2010 - 2012 Encouraged consensus and | Mrs. Dyer has served as a member on numerous boards and is a member of the Association for Career and Technical Educators. Mrs. Dyer has monitored numerous state and federal grants. She has presented at conference and has an impressive resume on publications and papers that she has published. PUBLICATIONS AND PAPERS Untitled Agriculture Mechanics Textbook, coauthor Goodheart-Wilcox, publisher, Scott Gauthier, editor [wrote 7 of 30 chapters of STEM based instructional text in Agricultural Mechanics for high school students, including chapter on careers and job seeking skills for mechanics students, currently in final production.] MEMBERSHIPS Association for Career and Technical Educators, including state chapter. National Association of Agriculture Educators, including state and local chapter, past membership chairman. | Bachelors of Science from The Ohio State University in Science Agriculture and a Master in Economics Education from Delaware Univ. | 50 | |

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| | | | 9) Setting up internships with manufacturers. 10) Responding to questions from the Ohio Department of Education. | collaboration with all teachers in the district to make improvement in educational quality of school district. Worked with all stakeholders including local businesses. | | | | |
| Howie | Knoff | Independent Consultant at no cost to grant | Dr. Howard Knoff will serve as an independent consultant and will review major parts of the grant during the implementation and sustaining process. He will provide recommendations to the the Governance Committee. | Howard M. Knoff, Ph.D. is the creator and Director of Project ACHIEVE. After 22 years as a university professor, he is now a full-time national consultant, author, and presenter; and he has been the Director of the State Improvement/Personnel Development Grant for the Arkansas Department of Education-Special Education Unit since 2003. Formerly a Professor of School Psychology at the University of South Florida (Tampa, FL) for 18 years and Director of its School Psychology Program for 12 years, Dr. Knoff was also the creator and Director of the Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy at USF. Dr. Knoff has worked with the MRESC since 2005 on reviewing both federal and state grants. This has included making recommendations to the grant governing boards. | As Director of Project ACHIEVE, a nationally-known school effectiveness/improvement program that has been designated a National Model Prevention Program by the U. S. Department of Health & Human Service's Substance Abuse and Mental Health Services Administration (SAMHSA), Dr. Knoff has trained thousands of schools or school districts over a 30-year career. As Director of the second Arkansas State Improvement/Personnel Development Grant (SIG/SPDG), now a five-year \$1 million per year grant from the U.S. Department of Education, Office of Special Education Programs, he helps to oversee the primary SPDG goals of: statewide implementation of Project ACHIEVE's Positive Behavioral Support System (PBIS) approach; literacy and mathematics interventions for at-risk, underachieving, and students with disabilities; Response-to-Instruction and Intervention and Multi-Tiered Systems of Support, Closing the Achievement Gap, and technical assistance to schools/districts in School Improvement status; and special education and related service personnel recruitment, training, and retention. Dr. Knoff received his Ph.D. degree from Syracuse University in 1980, and has worked as a practitioner, consultant, licensed private psychologist, and university professor since 1978. Dr. Knoff is widely respected for his research and writing on school reform and organizational change, consultation and | Ph.D. degree from Syracuse University in 1980 | 2 | |

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| | | | | | intervention processes, social skills and behavior management training, Response-to-Intervention, and professional issues. He has authored or co-authored 18 books, published over 100 articles and book chapters, and delivered over 1,000 papers and workshops nationally-including the Stop & Think Social Skills Program (Preschool through Middle School editions) and the Stop & Think Parent Book: A Guide to Children's Good Behavior both through Cambium Learning/Sopris West Publishers. Among his recent books are the following: - Knoff, H.M., & Dyer, C. (2014). RTI2-Response to Instruction and Intervention: | | | |
| Sybil | Truster | Director of Administrative Services and Innovation for the Midwest Regional Educational Service Center | Project oversight and grant administration will be provided by Sybil Truster, the Midwest Regional Education Service Centers Director of Administrative Services and Innovation. Mrs. Truster will assume the following responsibilities for this grant project. 1) Interview and hire all personnel working for the grant. 2) Set up dates and times for the Fiscal Management Team. 3) Set up dates and times for the Governance Committee. 4) Set up dates and times for Coordinators and Site Director meetings at all four sites. 5) Consult with Mandryk & Associates and coordinators to develop assessments and deliverables. 6) Set up dates and | Mrs. Truster is highly qualified and has over 40 years of experience in the fields of administration, education, project development and grant coordination. Mrs. Truster has monitored over sixty federal and state grants and has passed every Performance and Fiscal Audit. The MRESC has NEVER been sighted. Grants in which she has Directed include the following which are sites for the CAREER NETWORK: \$200,000: 21st CCLC:FY16, JOBS at Sidney High School \$200,000: 21st CCLC FY 16 LEARNING ZONE at Fairlawn High School \$200,000: 21st CCLC FY 16, CareerKids at Upper Scioto Valey High School \$200,000: 21st CCLC FY 16, OhioMeansJobs@Indiana Lake at Indian Lake School District Mrs. Truster organizes and coordinates partners and evaluators for each of the above mentioned sites. Additional qualifications include: Director of the administrative staff for | Prior relevant experience includes fifteen years of directing and evaluating the pilot site in Sidney. She has successfully implemented College Credit Plus programming, a STEM program, a student mentorship with manufacturers, and she has organized a Business Advisory. Mrs. Truster has written, managed, and evaluated grants from the United States Department of Education, Ohio Department of Education, and numerous foundations and agencies. Mrs. Truster is an acclaimed presenter and has spoken at state and international conferences. Presentations at International Meetings Truster and Ellis (1995). Sidney, Australia. International Gifted Conference. Presentations at National Meetings Truster and Bennett (2013) National After School Programs Conference Truster., Ellis, and Swisher (1999). National Gifted Conference. Truster and Ellis (1995). National Gifted Conference. Truster and Ellis (1993). National Gifted Conference. Truster and Ellis (1992). National | Mrs. Truster has her Master's Degree in Education from Miami University and has taken courses in School Improvement from Harvard University | 15 | |

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| | | | <p>times and timelines for the Professional Development team to meet. 7) Meet with PLATO and Site Directors for selection of student career software. 8) Organize Harvard Pathways to Prosperity Conference trip for Coordinators and Site Directors. 9) Consult Dr. Howie Knouff on reviewing data and recommendations. 10) Organize Performance Auditing. 11) Discuss internships with coordinators and manufacturers 12) Discuss IT communications with NetGain and manufacturers 13) Insute all evaluations are submitted to the Ohio Department of Education as requested.</p> | <p>the MRESC. She has direct connections with Professional Devleopment and can insure that project Coordinators, site directors, and evaluators are working with the Governance to insure fidelity to the project.</p> | <p>Gifted Conference. Truster and Ellis (1991). National Gifted Conference. Presentations at State Meetings Truster and Bennett (2013) Ohio 21st Century State Conference Truster and Bennett (2010) OESCA State Conference Truster and Reed (2006) Ohio Supreme Court. Also, she has published over 30 articles and produced a cable television show on Gifted Students.</p> | | | |
| Thomas | Mandryk | Grant Evaluator | <p>Thomas Mandryk is the chief consultant for Mandryk & Associates. The CAREER NETWORK is committed to a rigorous program of research and evaluation in order to produce key information about the emerging model and how it relates to student outcomes and economic impact. A systematic research process will be conducted and will employ an internal team who will work with Tom Mandryk Evaluation Consultants on the program evaluations. The evaluations will</p> | <p>He will assist the internal evaluator and project coordinator to collect and analyze data and complete the evaluations. He serves as an educator at the University of Dayton and Sinclair Community College. Along with his major in Psychology, he minored in statistics and research methodology. Thomas Mandryk has earned a national reputation for his publications. Prior experience: Mr. Mandryk is the Executive Director of Mandryk & Associates, Evaluator consultants. He has served as a key evaluator for federal and state grants. Mandryk & Associates have served as evaluators for federal and state grants for the Midwest Regional Educational Service Center since 2010.</p> | <p>August 2015 School Psychologist, Greeneview Local Schools to present Provide psychological assessment, evaluation and consultant services to parents, teachers, and students K-12. January 2014 Program Evaluator, for schools with 21st Century grants located to present in Hardin, Logan, and Shelby counties August 2002 School Psychologist, Midwest Regional ESC to June 2015 Assigned to Anna, Botkins, Hardin-Houston and Jackson Center Local Schools Provide psychological assessment, evaluation and consultant services to parents, teachers, and students K-12. January 2014 Program Evaluator, for schools with 21st Century grants located to present in Hardin, Logan, and Shelby counties</p> | <p>Mr. Mandryk holds a Master's Degree from Cleveland State University in Psychology, and PHD work in Public Adm. from NOVA University</p> | 10 | |

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| | | <p>use qualitative, quantitative, and mixed-methods data collection and analysis. The evaluations will be focused on the degree to which the model is supporting student achievement, cost-effectiveness, and fulfilling the workforce needs of the local community. Mandryk & Associates will provide the following at each CAREER NETWORK site: 1) Analysis of student achievement. 2) Distribution of reports on a quarterly basis to the Governance Committee. 3) Case studies of schools, classrooms and informal learning environments. 4) Interviews with students, teachers, leaders, staff, parents, community partners. 5) Field observations of classrooms, community partner informal learning. 6) School focus groups. 7) Surveys with students, teachers, leaders, staff, parents, business and community partners. 8) Data analysis of business and community partner involvement. 9) Data analysis of teacher and staff professional development program outcomes. 10) Data analysis of performance measures. 11) Data analysis of regional impact. 12) Reports to the</p> | <p>Editorial Activities Editorial Assistant, Journal of School Psychology, (1990?1991). Editorial Assistant, Archives of Clinical Neuropsychology, (1990?1991). Grants Principal Investigator - Developmental Disabilities Council, OHIO DEPARTMENT OF MRDD, 1977?1978. Use of a "Mini?Team" in a Transdisciplinary Approach to programs and services.</p> | <p>August 2000 School Psychologist, Mercer County ESC to July 2002 Assigned to Ft. Recovery and St. Henry Local Schools Provide psychological assessment, evaluation and consultant services to parents, teachers, and students K-12. July 2000 Self-employed as a Training Consultant to Ohio County Programs on to present Developmental Disabilities Mandryk & Associates February 2000 School Psychologist, Hamilton County ESC to June 2000 Assigned to Northwest Local Schools August 1998 School Psychologist/Special Education Supervisor,</p> | | | |
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| | | | Ohio Department of Education as requested | | | | | |
| John | Berry | Vice President for Student Affairs Rhodes State College | Serve as an unpaid consultant/liaison between Rhodes State and the high school sites. 1) Provide leadership and facilitate the coordination and implementation of strategic goals, developing innovative programs focusing on inclusiveness and a diverse student population, while working closely with other areas to achieve the mission of the institution. 2) Implement initiatives for student success and the Completion Plan. 3) Represent the CAREER NETWORK at state and national meetings 4) Represent the Governance Committee meetings | Vice President for Student Services and Student Development Cape Fear Community College, June 2014 - April 2015. Primary Duties/Responsibilities: Planned, directed and reviewed the activities and operations of student support services for the college; coordinated assigned activities with other college departments and outside agencies; and provided highly responsible and complex administrative support to the President. Directed the development, planning, implementation, and administration of goals and objectives as well as policies and procedures regarding the college student affairs program; approved new or modified systems, policies and procedures. ? Oversaw and coordinated the activities and operations of college student affairs and enrollment management programs including counseling, admissions and registration, orientation, financial aid, career development, student activities and student employment; evaluate and ensure that operations meet the goals and objectives of the college and the needs of the student population; establish and monitor program evaluation systems and procedures. ? Directed the development and administration of the college budget for student affairs services and programs; direct the forecast of funds needed for staffing, equipment, materials and supplies; monitor and approve expenditures; implement mid-year adjustments. ? | ? Led the design and implementation team of the John L. and Christine Warner Library and Student Center. Developed all aspects of Student Affairs program requirements for the creation of this "Institutional Fusion Center" conjoining the campus library and student center. ? Led the areas of Enrollment Management for Central Ohio Technical College including admissions, advising, records, registration, and customer service. ? Designed and coordinated an integrated student service delivery model entitled the "COTC Gateway" a comprehensive one-stop, cross functionality model recognized by the National League for Innovation in the Community College as a recipient of the "2008 Innovation of the Year Award". ? Designed and facilitated COTC's first-ever international cultural immersion program. ? Reinstated and served three terms as Chair of the Campus Diversity Committee -facilitator and presenter for "Images of Diversity" faculty and staff diversity training seminars. ? Co-facilitated the design and implementation of COTC's first online degree program. ? Designed and facilitated the Enrollment Management Review Group (EMeRGe) comprised of members from academic affairs, student services and extended campus administration. ? Executive member of the Academic Leadership Team. ? Developed the Dual Enrollment and Early College programs enrolling over 1200 students. ? Supervised forty two professional staff members including eight direct reports. ? Managed | Doctorate of Philosophy in Higher Education Administration The Ohio State University, March 2009. | 5 | |

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| | | | | Directed and managed the development of the student affairs programs and services work plans; assigned work activities, projects and programs; monitored work flow; reviewed and evaluated work products, methods and procedures. ? | an overall operating budget exceeding \$5,500,000. ? Served as the first formal Title IX Compliance Officer for the campus. ? Executive leadership team member on the Datatel integrated information management system implementation team. ? Chaired Criterion Five: Engagement and Service for national re-accreditation self-study. | | | |
| Keith | Thomas | Treasurer/CFO | Keith Thomas is the Treasurer/CFO for the Midwest Regional ESC. His responsibilities include budget management, compliance requirements, and reporting to individuals, agencies, board, state, and federal organizations. Mr. Thomas will prepare and monitor the grant budget. Mr. Thomas will do all of the grant drawdowns and posting into the state accounting software. Mr. Thomas will perform all of the reporting and fiscal compliance requirements of this grant. Also, all of the fiscal related issues and questions will be addressed by the Treasurer. | Mr. Thomas has over 14 years of experience with the State of Ohio Auditor's office. He has taught Governmental Accounting, Principles of Accounting, and Auditing in the classroom and on-line at Edison Community College. He obtained the State of Ohio Treasurer's License. Mr. Thomas is also qualified as he has managed local, state, and federal grants and is familiar with varied reporting and compliance requirements. He is qualified for to oversee all fiscal aspects of this grant as noted by "clean" audits of the Shelby County ESC while he was treasurer. Unlike most treasurers, Mr. Thomas led the merger of three ESCs into one ESC. | Prior to the Midwest Regional ESC, Mr. Thomas was the treasurer/CFO for the Shelby County ESC. As the treasurer he was involved with the three ESC merger, which was the fastest merger in the State of Ohio for ESCs. He also was the fiscal/administrative agent for Western Ohio Computer Organization and Logan County Family & Children First Council. Mr. Thomas worked over 14 years with the State of Ohio Auditors' Office. During this tenure, he audited schools, ESCs, cities, counties, libraries, villages, townships, charter schools, and other governmental organizations. The audits were over financial, compliance, and internal controls. He provided recommendations for improvement to the governmental organizations as well as noncompliance citations. Also, Mr. Thomas taught Governmental Accounting, Auditing, and Principles of Accounting courses in the classroom at Edison Community College in Piqua, Ohio. While at Edison Community College, Mr. Thomas developed the on-line Auditing course through Blackboard in addition to teaching the course. | Ohio Northern University, Bachelor of Science in Business Administration, 1998. Courses at University of Dayton/Wright State University | 100 | |