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Adjusted Allocation 0.00

Remaining -833,129.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Mahoning County Career & Technical Center Fire Tower training facility lab, partnership.

2. Project Summary: Please limit your responses to no more than three sentences.
   Erect a Fire Training Lab for classes related to fire fighting. This Grant will directly impact student safety and career success.

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

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

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

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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.

Because we are a consortium and partnership, we have many entities with both adult education and K-12 interests. Therefore, the impact of this project will reach both children and adults. Students will be transported to our lab in the eighth grade in order to teach them the fundamentals of fire and fire safety. These are the target students for future firefighters and career technical high school students. We anticipate this number to be 500 school aged children annually. An additional 500 students from those same jurisdictions will use the lab in order to refresh them on fire safety as they move into adulthood. Our adult education division will put hundreds of students in this training lab annually including initial firefighting training classes and mandated continuing education classes. The anticipated student impact will be approximately 1,200 students per year. In summary, we estimate 1000 school-aged children and 1,200 adult education students will directly benefit.

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

First and last name of contact for lead applicant
John Zehentbauer
Organizational name of lead applicant
Mahoning County Career & Technical Center
Address of lead applicant
7300 N. Palmyra rd. Canfield Ohio 44406
Phone Number of lead applicant
330-729-4001
Email Address of lead applicant
John.Zehentbauer@mahoningctc.com

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

Live fire training is a vital part of a firefighter's education. The Mahoning County Career & Technical Center has an existing Public Safety Program (PSP) for 11th and 12th grade students pursuing a career in firefighting and law enforcement. This program is very successful and well attended by our high school students. In our PCP, our students are trained to the Ohio State Firefighter I and Firefighter II levels. At the completion of this program, our students sit for a state testing which awards them certificates for these classes and allows them to function as a firefighter in the state of Ohio. Hands-on/practical testing accompanies these classes and are mandated to be completed by our students. Some of these practical situations include: live burn fire training, ground ladder operations, aerial operations, confined space, high angle rescue, high rise firefighting, forcible entry, rappelling, low visibility firefighting, standpipe and sprinkler operations and several other situational mock trainings. We currently are not able to supply a safe environment for our students to complete these tasks. We have "make shift props" and inappropriate and dangerous settings for these evolutions. The most invasive and dangerous of these evolutions is the live
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.*

Our desired outcome is to increase student safety and reduce the risk of injury. We will accomplish this by providing a fire lab that will protect our students while conducting mandated fire evolutions. This lab will be the state of the art pre-engineered structure that will protect our students against burns and smoke inhalation while exposing them to real life situations and mandated exposure to live fire training. This lab will meet and exceed all applicable MFPA standards for a live burn tower and will insure student safety by having safe controls that work automatically. Our students will be the best trained students when they enter the workforce because they will be exposed to real life hazardous situations in our high school career training settings. Firefighting is an extremely dangerous profession. There have been 72 firefighter deaths and 65,000 firefighter injuries this year alone. Training our students with real life scenarios in a safe environment is one way we can insure that our students moving on from our career programs to the work force will be safe and productive to their communities. We not only have the obligation to train these students but to insure their safety after graduation. In addition to our firefighting students, we will also provide real life experiences for our students in the food, mechanical and medical fields. These students will see live fires as they pertain to their fields of interest and how to deal with these situations. Fire situations are a very real concern in these fields and the benefit to these students experiencing these situations in training and not real life for the first time is unmeasurable. Again, having these students familiar with handling these situations will make their lives safer as they move on in their fields. Having them experience these situations in a controlled setting ensures their safety and provides for a well-rounded education and career.

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.*

Experiencing live burn scenarios are a mandated part of training firefighters in our state and our schools. Providing a structure/lab that will insure the safety of our students is paramount to continuing our program at the high school level. The engineered automatic safety controls in this lab will help to protect students against injury or worse. This lab will allow our instructors to place our students in real life situations and allow them to handle those situations in a training environment instead of experiencing them in real life and risking injury or death. As we do not want to overstate the risk of injury, it is a very real concern especially when dealing with younger students as we have in our high school program.

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

Early on in our program, we used vacant houses slated for demolition as "live burn houses". These structures were lit on fire and used by our students prior to their demolitions. This application for live burn scenarios failed for a couple of reasons. The first reason is that these structures were abandoned for a reason. Their conditions were very poor with weak floors and rotted structural components. This put our students at risk of falling through floors and structural collapse while training in them. Secondly, it proved to be very cost prohibitive...
because of the asbestos abatements and structural repairs that had to take place prior to conducting a live burn in them. It was not unusual to spend $3,500 to make an abandoned house somewhat safe to train in. These structures proved to be very dangerous and cost prohibitive. We then and now currently use old shipping containers welded together for our live burn training. These containers are actually safer than using abandoned houses as training structures but still have inherent risks associated with them. These containers do not have the automatic safety including heat sensors and immediate mitigation of heat and smoke features as our proposed lab will have. These containers rely on the student's and the instructor's ability to realize a dangerous situation and conduct an emergency evacuation from the structure. This presents a problem for the instructors because they are trying to give real life feel in these containers which include having the students experience high heat situations so they will know what to expect in the real world setting. Additionally, the fire protective equipment (protective coat, pants, face shield, etc.) is so good today that firefighters inside these training structures do not realize the heat temperatures are to the dangerous levels until it is too late. We realize we have to make this hands-on training safer especially for high school students who may not have the life experiences vital to make good critical decisions. The National Fire Protection Agency (NFPA) realized these potential life threatening training hazards several years ago. They are the lead agency in firefighter safety and produce a set of standards in which all firefighting training is to be conducted. As discussed earlier in this application, NFPA #1402 and #1403 encompass all of these safety guidelines. This new training lab will incorporate all of their recommendations and comply with all of their applicable codes. The NFPA has published many articles on exactly what we are discussing in this application as have the International Associations of Fire Chiefs, the International Association of Firefighters and many Bureaus of Workers Compensation. The use of safe training structures/labs is not only well documented but has led to national safety codes being implemented across the world.

We will use several different avenues to measure the success in our goal in making our firefighting students safe while training and ready for their careers after graduation. We will first conduct exit interviews of both our students and our instructors post use of the training lab. We will ask for their input of the increased safety measures to be put in place with this Grant. Our instructors will provide the most useful data because they will have been involved both prior and after the construction of this facility. They will have the best observations for this input and will provide us with data that will be ever-changing as equipment and training evolve. We will also use statistical data of injuries or incidents that took place while in the facility and what preventative measures could be implemented to reduce those risks. Lastly, there will be an evaluation by the local fire chiefs who hire these students after their training is complete. These chiefs will be asked to attend any live burn training sessions conducted at our school and provide input into the safety of the training. These chiefs will also provide feedback as to how well our students are prepared as firefighters once they reach the real world of firefighting after graduation. We will have a safety board made up of the administration of the school district, instructors and fire chiefs from surrounding areas to insure the safest possible experience while attending our firefighter program. This board will review all of the above data and make recommendations for improvements and provide a report of the safety and usefulness of this training facility. This board will meet quarterly or sooner should a situation arise that needs addressed. The board's sole responsibility will be the safety of the students.

We will use past and future injury and incident reports to conduct an analysis of safety with regard to the students especially in hands-on training evolutions. Test and quiz scores - We will use test and quiz scores to see if the students are able to process and retain the information they are learning because they are now able to see and experience these concepts. It is our intention that their grades will increase with the addition of the hands-on experience. Being able to associate what they have learned in lectures with seeing it firsthand will increase their retention of the subject matter. Instructor and student evaluation scores - As described above, we will have the students and the instructors rate the safety and the quality of the education provided. These scores will be compiled and analyzed for a report of the training facility as a whole.

As mentioned previously in this Grant application, the field of firefighting is ever changing. This training facility will continue to evolve. Minor alterations to standard operating procedures and safety factors will always be developing. That is why we will put into place the evaluation process defined in section iv. above. We will constantly evaluate the outcomes and safety factors of this project. We will not only have our education facility evaluations but we will have that of outside interests who have a great knowledge in this area. This is a unique project. This type of training will need to be altered and we will have the process in place to do so. Change and updated information is an expectation of the project and not a "curve ball" as is the case with other projects applying for this Grant. Not that our assumptions will be false, but evolution is a must when dealing with this type of training. Our process will have to keep evolving in order to stay current with safety. We also believe that there is high demand for and shortage of training facilities in our surrounding areas and there will be a potential for expanding the project if our current assumptions on our plan would fall short, which according to our research is not likely.

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.
   We will now have a facility that is safe and purposed for live fire training and a group of 9 fire departments who have signed agreements to help facilitate this process and shared service agreements. We will also realize savings through better use of staffing and preparation time.

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.
   As stated before we now will have a facility that is safe and purposed for live fire training and a group of 9 fire departments who have signed agreements to help facilitate this process and shared service agreements. Because of these agreements and if we get this grant we will be able to put this shared services agreement into motion.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the...
We have been in discussions with several departments and facilities at both career centers and other safety facilities and have reviewed their sustainability and operational costs to determine suitability and data analysis for building such a facility here at the MCCTC.

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).*

Repurposing of the current custodial staff.

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

Current time spent on preparation of and staffing for current burn containers.

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

As we stated before, we will adjust funding and look for other ways to save money if assumptions prove false.

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.*

We will reallocate time spent by the instructors from preparation time to instructional time. Our instructors currently spend 10 to 15 hours a semester on prep time getting our make shifts props usable and safe. The students are involved in the process because of the amount of physical labor needed for these props is high. Our instructors also spend 20 hours a semester preparing the live burn shipping containers for class evolutions. Our makeshift props and burn containers are very labor intensive to keep in operation. With this lab in place, there will be no need for these preparation times because the facility needs no prep to be used. Because of the structure being pre-engineered for this specific purpose, no other time has to be spent prior to conducting a live burn in the building. The structure is always ready for a live burn scenario and does not require the upkeep that the shipping containers and props require. As a result of the reallocation of time, the instructor and the students will be able to spend 30 35 hours a semester more on instruction.

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.*

The construction of this new fire lab/building will eliminate the prep time currently needed to prepare our props and burn containers for use. This will directly increase the time the instructors can teach in the classroom and expose the students to hands-on training. This new fire lab will also have a direct improvement on student safety. Our instructors will be able to expose their students to a larger variety of scenarios because of the expanded abilities of this lab from what we currently have.

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

We have conducted several studies on this issue. We have traveled to several buildings of this type. In all cases, our expectations describe in this application have been correct. The Medina County Career and Technical Center has used a similar lab for approximately 10 years and have experienced the assumptions we have discussed. Not only have these other entities experienced the decrease in prep time but they have also experienced the safety factors laid out in this application. Our Fire Department partners have trained in these facilities throughout the state and provided us with first hand accounts of the time and cost savings of building a fire tower on our facility.

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.*

According to the annual Ohio School Report Card the Mahoning County Career and Technical Center allocates 70.5% of its annual budget towards instructional expenditures. This is the highest percentage of resources committed to the classroom in Mahoning County. We believe that every tax dollar received by the Career Center should impact every facet of a student's experience. Through the implementation of this grant, we will be able to eliminate administrative costs associated with retaining contracted personnel to manage live burns and facilitate units for those functions. We can benchmark new curriculum and focus more resources to the instructional experience for our students.

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.*

We will review injury incident reports. Our high school program has only been in existence for two years so our data is limited for baseline use. In the past two years, although there have been few injury reports filed by our high school students, our safety committee described in Question 9a will evaluate these injury reports quarterly to monitor our progress. We will also use data from our Adult Education Program for the same data points. We have a better baseline for that program because it has been in existence for approximately 30 years. We will also use the instructor's teaching time line for data on time reallocation from prep time to actual teaching time. As it is now, we are spending 35 hours per semester on prep time, taking away from in class and practical evolution time. We will have statistical data for that analysis.

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

As discussed in question 9a., we will be constantly changing Standard Operating Procedures (SOP's) and Rules and Regulations (R&R) with regard to this lab. The fire industry is ever changing and requires a fluid working set of guidelines. We expect to have to make changes to our SOP's and R&R; therefore, adjusting them to insure we meet our goals and assumptions is not a problem but an expectation. We will alter our courses in whatever way we deem necessary to do so in order to maintain safety and increase in class time. We have flexibility in class numbers and the student to instructor ratio. We can also adjust the balance of hands-on training classroom lectures in whatever way we see fit. We teach these firefighter classes through the governing body of the Ohio Department of Public Education. This format allows the instructors and administrators to alter classes in order to produce the best educational outcome for the students and insure their readiness to perform in a firefighter occupation.
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.
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.

12. What is the amount of this grant request?
833,129.00

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.

This budget includes the design build construction of a TSG Class A Burn Building at our facility at a cost of $673,500 in which we have a confirmed quote. It also includes a cost of $104,629 for general requirements which include safety, temporary facilities and utilities, country building permit, Canfield zoning permit, plan review fees, architectural design fees, and contractors bonds, fees, and contracted administration. It also includes $55,000 for water supply, water recovery, and contingencies for a total of $833,129.00.

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

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<tr>
<td>Year 5</td>
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15. Please provide a narrative explanation of sustainability costs.
Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment 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.

Staffing costs will be minimal as we currently will be able to provide maintenance and administration of the building with our current staff. We are estimating the electrical costs at less than $1200 per year. We will have Canfield city water supplying the Fire Tower. Since we will have a water recovery system, we expect water and sewage costs to be approximately $2800 a year. Through our partnership with the local fire departments, we will have access to the supplies needed to operate the facility. We estimate minimal maintenance and cleaning supplies at $1000 per year.

16. What percentage of these costs will be met through cost savings achieved through implementation of the program?
100%

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.

By entering into an agreement with the 9 local fire departments, with the new facility we will not have to add an additional maintenance employee. The career center will re-purpose an existing custodian generating a aggregate savings over the 5 year period of 295,951 in salaries and fringe benefit costs. In addition the career center will save an estimated 15,000 per year in rental fees of mobile burn units and contracted services to manage those facilities. The grand total savings between FY18-FY22 will be 370,951.

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

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.
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: January-May 1, 2016
   b. Scope of activities - include all specific completion benchmarks.
      January --- permitting, planning and design
      February --- start construction weather permitting
      March 31 --- construction completion
      May 1 --- building open for use

22. Implementation (grant funded start-up activities)
   a. Date Range: January-May 1, 2016
   b. Scope of activities - include all specific completion benchmarks.
      January --- permitting, planning and design
      February --- start construction weather permitting
      March 31 --- construction completion
      May 1 --- building open for use

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)
   a. Date Range: September through June FY17 through FY21
   b. Scope of activities - include all specific completion benchmarks.
      September --- Training of local fire department partners and instructors employed by the MCCTC will take place on the proper use of a fire tower and facilities.
      Senior students in Fire Academy will be introduced to the use of the fire tower.
      A fire tower building use schedule will be developed in consultation with fire department partners and advisory group.
      October --- Home school administrators will be contacted to set up schedules for different grade levels to be trained and educated on public safety here at MCCTC.
      November-June --- Fire training and educational experiences will be provided per the developed schedule.

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:

Building this fire tower will make training for our students, adult ed, and local fire departments much safer and cost efficient. As we stated before, it was very difficult and not cost effective to train our students and prepare firefighters for actual live burns. With this fire tower, we will be able to simulate actual live burns in a controlled setting. This in turn, will provide a much better trained firefighter. Beyond that, the ability to provide fire safety and public safety awareness to students and staff in and around the Mahoning Valley will be a change in paradigm for our area. Building this state of the art facility will also make it possible for us to increase passage scores of our students in both our daytime and adult program.

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.
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.**

Injury and incident reports - We will use past and future injury and incident reports to conduct an analysis of safety with regard to the students especially in hands-on training evolutions. We will review all injury and incident reports. Our high school program has only been in existence for two years so our data is limited for baseline use. In the past two years, although there have been few injury reports filed by our high school students, our safety committee described in Question 9a will evaluate these injury reports quarterly to monitor our progress. We will also use data from our Adult Education Program for the same data points. We have a better baseline for that program because it has been in existence for approximately 30 years. We will also use the instructor's teaching time line for data on time reallocation from prep time to actual teaching time. As it is now, we are spending 35 hours per semester on prep time, taking away from in class and practical evolution time. We will have statistical data for that analysis to show after 1 year and each year thereafter to create and show trends. Test and quiz scores - We will use test and quiz scores to see if the students are able to process and retain the information they are learning because they are now able to see and experience these concepts. It is our intention that their grades will increase with the addition of the hands-on experience. Being able to associate what they have learned in lectures with seeing it firsthand will increase their retention of the subject matter. Instructor and student evaluation scores - As described above, we will have the students and the instructors rate the safety and the quality of the education provided. These scores will be compiled and analyzed for a report of the training facility as a whole. We also have baseline data for passage of the state fire 1 and fire 2 programs. We will be able to compare this with results from each year thereafter. All this data will help us provide adjustments and curriculum changes needed for our students to succeed.

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.**

This is a project that needs no more than a year for full implementation. This is a true example of shared services. It not only provides opportunities for school age children to not only prepare themselves for careers as firefighters, but other safety vocations as well. Once implemented, our team will look to team with local police and task force organizations to utilize the site for safety training, including hostage rescues, dynamic and covert entry techniques, personal security detail, rappelling and fast rope training, along with a variety of other disciplines. It is imperative to include other safety providers that would help not only enhance safety protocol in our local school districts, but in the community as well. Implementing a grassroots effort that would take shape in at other Career Centers in not only Ohio but across the United States. With safety in our communities and schools more important now, this project would be the first of its kind that could re-shape school culture.

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).

Attached in the uploaded documents are the signed agreements and tentative contract we have made with the local fire department partners. This time intensive process was developed by both parties and our legal and the fire departments legal representatives. It has generated a great partnership that will provide an outstanding educational opportunity for both school age and adult learners throughout our community.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Andy</td>
<td>Frost</td>
<td>330-729-4100</td>
<td><a href="mailto:andy199afd@zoominternet.net">andy199afd@zoominternet.net</a></td>
<td>Mahoning Co Career &amp; Tech Ctr</td>
<td>051243</td>
<td>7300 N Palmyra Rd, Canfield, OH, 44406-9746</td>
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<tr>
<td>Andy</td>
<td>Frost Jr.</td>
<td>330-799-1008</td>
<td><a href="mailto:Irishfire188@aol.com">Irishfire188@aol.com</a></td>
<td>Austintown Twp. Fire Department</td>
<td>384 N. Canfield Niles Rd., Youngstown, Ohio, 44515</td>
<td></td>
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<tr>
<td>Russell</td>
<td>Osborne</td>
<td>330-549-2133</td>
<td><a href="mailto:russosborne@zoominternet.com">russosborne@zoominternet.com</a></td>
<td>Beaver Township Fire Department</td>
<td>601 W. South Range Road, North Lima, Ohio, 44452</td>
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<tr>
<td>Rick</td>
<td>Peppel</td>
<td>330-509-1158</td>
<td><a href="mailto:bcfirechief320@aol.com">bcfirechief320@aol.com</a></td>
<td>Berlin Township Fire Department</td>
<td>15801 W. Akron Canfield Road, Berlin Center, Ohio, 44401</td>
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<tr>
<td>Mark</td>
<td>Pitzer</td>
<td>330-726-4199</td>
<td><a href="mailto:mpitzer@boardmantwp.com">mpitzer@boardmantwp.com</a></td>
<td>Boardman Township Fire Department</td>
<td>136 Boardman Poland Road, Boardman, Ohio, 44512</td>
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<tr>
<td>Don</td>
<td>Hutchison</td>
<td>330-533-4316</td>
<td><a href="mailto:dhutchison@cardinaljointfire.com">dhutchison@cardinaljointfire.com</a></td>
<td>Cardinal Joint Fire District</td>
<td>104 Lisbon Street, Canfield, Ohio, 44406</td>
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<tr>
<td>Robert</td>
<td>Stemburg</td>
<td>330-538-2321</td>
<td><a href="mailto:Ellsworthfire@sbcglobal.net">Ellsworthfire@sbcglobal.net</a></td>
<td>Ellsworth Township Fire Department</td>
<td>606 South Salem Warren Road, Ellsworth, Ohio, 44416</td>
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<tr>
<td>Todd</td>
<td>Baird</td>
<td>330-533-4841</td>
<td><a href="mailto:bairdfarms@zoominternet.net">bairdfarms@zoominternet.net</a></td>
<td>Green Township Fire Department</td>
<td>12210 Lisbon Road, Salem, Ohio, 44460</td>
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<tr>
<td>Matt</td>
<td>Gebhardt</td>
<td>330-542-2377</td>
<td><a href="mailto:springfieldfirechief@zoominternet.net">springfieldfirechief@zoominternet.net</a></td>
<td>Springfield Township Fire Department</td>
<td>3475 E South Range Road, New Springfield, Ohio, 44443</td>
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<tr>
<td>Chip</td>
<td>Comstock</td>
<td>330-757-8268</td>
<td><a href="mailto:dcj@csandw.com">dcj@csandw.com</a></td>
<td>Western Reserve Fire District</td>
<td>111 S. Main Street, Poland, Ohio, 44514</td>
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<tr>
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<tr>
<td>Andrew</td>
<td>Frost</td>
<td>Adult Ed Fire Coordinator MCCTC</td>
<td>Day to day operations and management of fire departments and programming</td>
<td>15 years as adult fire coordinator and instructor MCCTC</td>
<td>30+ years as a firefighter, instructor and fire chief at Austintown Township Fire Department</td>
<td>Numerous fire and public credentials</td>
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</tr>
<tr>
<td>Don</td>
<td>Hutchison</td>
<td>Canfield Fire Chief</td>
<td>Assist in operations and management of fire departments and programming</td>
<td>5 years as Fire Chief for the Cardinal Joint Fire District</td>
<td>25 years in the public and fire safety career at Cardinal Joint Fire District</td>
<td>Numerous fire and public credentials</td>
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</tr>
<tr>
<td>John</td>
<td>Zehentbauer</td>
<td>Assistant Superintendent MCCTC</td>
<td>Construction and Maintenance</td>
<td>15 yrs. as a Career Tech Administrator</td>
<td>Career Tech Teacher</td>
<td>BS + Masters Degree</td>
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<tr>
<td>Blaise</td>
<td>Karlovic</td>
<td>Treasurer/CFO MCCTC</td>
<td>Fiscal sustainability and financial oversight</td>
<td>9 years as treasurer/ CFO MCCTC</td>
<td>17 years experience in school business and finance</td>
<td>BS in Business Administration and Accounting + MBA</td>
<td>10</td>
</tr>
</tbody>
</table>