### New Bremen Local (045955) - Auglaize County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (2)

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

**Plus/Minus Sheet (opens new window)**

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**Adjusted Allocation** 0.00

**Remaining** -992,200.00
### A) APPLICANT INFORMATION - General Information

1. **Project Title:**
   
   C2 (College/Careers)

2. **Project Summary:** Please limit your responses to no more than three sentences.
   
   Ohio companies desperately need skilled workers. C2 (College/Careers) will enable us to increase options for students and address econom
   
   *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.

If we can increase our open enrollment/enrollment numbers additional students can be impacted. Additionally, we could expand our partnerships with other local districts to increase accessibility to a greater number of students who would be our potential workforce.

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

First and last name of contact for lead applicant
Andrea Townsend

Organizational name of lead applicant
New Bremen Local Schools

Address of lead applicant
901 E. Monroe St. New Bremen

Phone Number of lead applicant
419-629-8606

Email Address of lead applicant
andrea.townsend@newbremenschools.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

We have two issues that currently face our district. The first issue relates to our students lacking the skills and knowledge to truly prepare for college and/or their career paths. We know they have ideas of what they want to do as post-graduates, but they need guidance, awareness, and a solid pathway to reach their goals. The second issue relates to the Auglaize/Mercer county areas are in desperate need of a skilled workforce to sustain and drive growth in manufacturing, agriculture, and a heavy need to find skilled tradesmen. Through the years of our current college and career advising program, we have found that 90% of our students plan on attending college and the remaining 10% plan to attend the military or work locally. Unfortunately, many of our local businesses are in desperate need of attracting and retaining skilled workers. Without providing and retaining a future workforce our economic stability and wellbeing will decline. The local Community Improvement Corporation confirmed that in addition to finding skilled workers, we need to increase awareness of opportunities within our region. Regardless of the path our student choose, there is a major gap in addressing our students in becoming college or career ready. There needs to be a systematic explicit program to merge these two areas into one seamless program that will guide students in selecting the right path for themselves. Our schools lack programs that prepare our students for the economic need in our region. Manufacturing (skilled tradesmen) and agriculture have been the two main economic supports in our region. For our area to continue to thrive we must prepare our future workforce. There is a 20% growth rate in the area of manufacturing, 108% in welding related fields, and a 10-20% growth rate in agriculture (depending upon skills) based on employment projections from the Bureau of Labor and Statistics, 2012.
b. The proposed innovation and how it relates to solving the problem or improving on the current state.

These problems have led the New Bremen School District to form a partnership with the Business Advisory Council, the New Bremen Community Improvement Corporation, and the New Bremen Foundation to work together to address the college and career readiness and experiences of students in grades 7-12. To start this project, a group of teachers and counselors and other district leaders have come together and developed College and Career (C2) pathway for our students in grades 5-12. Additionally, we have met with our representative from the Business Advisory Council, Community Improvement Corporation, and local businesses to determine the employment need in the area. Unanimously, it was determined that attracting and maintaining quality employees was crucial to supporting the local economy. The local area determined that there is a need high need for college graduates in the areas of engineering, computer science and robotics, and other STEM based areas. Additionally, all businesses are in need of people who are willing to start at an entry level position, are tradesmen, or have started some training within their current high school course work. Through extensive preplanning with our staff based team, community partnerships, and administration, we have developed a roadmap for our students as they plan their futures. The plans include career exploration and portfolio starting in the 5th grade, increased opportunities with College Credit Plus classes on-site, internships to increase exposure to high demand trades and careers. We will start our students on a self-directed career exploration, career competency screenings, work readiness seminars, paid internships, career technical education work opportunities, college courses on campus, teacher professional development, and 21st century skill training for our students. Individual student career portfolios will connect student plans, skill assessments, research, and other projects related to measuring student progress. The purpose of this project is to have our students have more options to explore their potential future pathways, increase career exploration activities, increase STEM opportunities, obtain college credit on-site with their own teachers, have more exposure to hometown opportunities, and become viable candidates for employment or post-secondary education. We will increase annually the number of students who graduate from high school who have their college or career field selected more accurately through this experience. Students will benefit from college credit opportunities, 21st century skills training, career paid experiences (career technical education and internships) and through the curriculum we are developing to ensure our students have the career skills necessary to be gainfully employed. It is our hope that by working with our local community partners, we will increase student awareness of our local opportunities and maintain our students as gainfully employed citizens. We will develop 7-12 grade learning opportunities in agriculture, STEM, manufacturing, and skilled trades to in order to expose and guide students into as many learning opportunities as possible to help guide their college/career path. We will be working with our local businesses through our partnering agencies. C2 will enable the district to increase college and career experiential experiences on campus and within our local community. Teachers will need to obtain the correct credentials in order to address the growing demand of our College Credit Plus classes. Additionally, we will need to update our agricultural program equipment, expand our Engineering program and Project Lead the Way (PLTW) equipment and program materials, and expand our middle school offerings. Additionally, we would update our technology infrastructure in order to support our updated learning environment. This would include updating our technology infrastructure, purchasing software to increase learning opportunities.

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)

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

  **Students will have more opportunities within the school day to attend additional offerings in order to meet the newly developed Career Development Roadmap within our district in grades 5-12. Locally our businesses are in desperate need of skilled tradesmen and educated workers. We have to prepare our students to enter a demanding global workforce. Through our career exploration and creation of our career portfolio in grades 5 & 6, we are introducing our students to the College and Career Roadmap. In Grades 7-12, we plan on creating job new measurements of achievement that includes non-academic and academic areas. Our implementation plan includes assessing students utilizing various tools from Ohio Means Jobs, Bridges to College, and Hometown Opportunities. Additionally, we will work in collaboration with local businesses to develop authentic internships in high demand areas. We will work closely with our community partners to develop these opportunities. We will start with a small group of 5-6 students and work to increase participation by a minimum of 10% each year. Additionally, we have 90% of our students take the ACT with a composite score of 22.7. We would like to increase our average composite score by 1 point each year. We would like to create opportunities for all of our middle schools students to have the opportunity to experience career based exploration and the opportunity to attend our PLTW class and Agricultural Class. We want to increase College Credit Plus class opportunities on campus to 10 classes. We would like to increase our class options by 10% each year. We will create a more comprehensive mentoring/advising program. Our goal is to increase our student participation by 10%/year in: advising, STEM/Ag. Participation, college & career advising, internships, workforce skill development, and a comprehensive portfolio. Data will be collected in order to determine if we are successful in building our local workforce through a post graduate survey**

- **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.

  **We will assume that we will create a workforce that is college/career ready based on our curriculum, portfolios, job readiness/college readiness instruction, expanded curriculum options, and assessments. The workforce is dwindling locally, we will measure metrics of our graduates that are employed by local companies after graduation. We will collect metrics based on student selection (college/career/trade) and if they are employed at a local business. In order to get students career ready, we will ramp up our PLTW/Engineering and Ag. programs 7-12. In the high school we will have more trained teachers who are able to teach College Credit Plus classes, a new curriculum, job and soft skill training, and more experiential real world experiences, including job shadowing, internships, and expansion of our Career Cafe. We will expand our career/career portfolio. We will need more resources for teachers in order to have additional tools, training, and materials to meet the 21st century skills our students need to be successful in a global market. Professional development will be a key component to make this project successful as well as collaboration time with peers. Teachers will share expertise in new professional collaboration, program development, and professional development. Our internship model will be replicated from SCSD. Permission was granted in writing to SCSD from the former Superintendent. The internship model will benefit the local employers as our students prepare for employment. The school model will comprise of two district contacts that will standardize processes, forms, and
coordinate the internship process. They will be the public contact with the local communities arranging the internship programs, mock interviews, soft skills training, etc. Additionally the district contacts will arrange for mock interviews, coordinate schedules, increase student learning opportunities, and tracking metrics. It is everyone’s responsibility to ensure success.

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

A team of teachers and administrators have met to develop our Career Development Roadmap. The team is comprised of middle school and high school teachers in various subjects. The team includes our Engineering/PLTW teacher, Ag teacher, business teacher, marking/computer teachers, and guidance departments. The administration and superintendent are involved five internships have been arranged as a pilot for the summer of 2016 at a local business. We developed a Career Development Roadmap and have started developing and expanding our curriculum in order to create a well-rounded, rich, experiential based program for students and staff. We have expanded our portfolio options, developed online protocols and determined which tools we will use for career and college exploration. We have set-up college visits, job shadowing, and assessments for students to explore options. Teachers have had an in-service and transcript review for college credit plus class opportunities. Currently, we know we are able to offer 10 CC+ classes next year. We know we need to offer paid course work for teachers to obtain this certification. The Agricultural community and local businesses have had meetings with the school to discuss future plans to expand our options for college/career opportunities. The school has some of the equipment necessary to increase our engineering options, but we lag in technology, software, and materials necessary to enable us to be successful in this endeavor. For example, we have computers that will no longer have the capability to run business software, CAD, or other design software because they are antiquated. Our server and tech specs have been reviewed and we must update our infrastructure and technology equipment to meet the marketing/business/college/job readiness training. We also analyzed our machines for our tradesman programs. We need some up to date equipment in our shop that aligns with our local business needs. We are hopeful that we will be able to turn this program into a Work Keys program in future years as another graduation option. We have been applying real world applications in our coursework. We have a media production company, a marketing/branding class, philanthropathical opportunities (with 501c3’s) and business classes. At the middle school level we are piloting a quarter long course on career awareness. Within this course, students are researching potential jobs, taking career inventories, visiting manufacturing businesses, and attending the Career Cafe. Each week a speaker visits students during their lunch period in order to discuss their career. All students participate as the speaker discusses their career during lunch. All of our 7-8 grade students participate in PLTW as part of their curriculum. We know we need to expand our Career Tech Education program to include Agricultural options. We currently have one meeting with each high school student as our advising. We would like to expand this opportunity.

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).

We will measure the number of students who participate in online surveys and career interest surveys, increasing the participation rate by 10% each year. Our student’s will have a portfolio with specific metrics that must be met at each grade level. These have been defined on our Career Development Roadmap. This will be monitored for completion by our staff though the online portfolio. We will increase our participation in our Agricultural program by 20% each year at the high school level. We will monitor this through class schedules and previous enrollment. We will start offering 10 college credit plus classes. We would like to increase our offerings by 10% each year. Currently we only have 3 students attending classes because the courses are off campus. We would like to increase our enrollment by 20% in the courses. We believe that by offering the classes here that will be an obtainable goal. We will increase our course offerings by 10% each year in at least one of the following areas: AP/Business/Marketing/Computer Design/Graphic Arts/Engineering/Agriculture/College Credit Plus. Additionally, we will increase our internship opportunities each year by 10%. Our Career Development Roadmap includes more 1:1 time with teachers and advisors. We plan on increasing this at the high school level by 25% each year until each student has an advisory meeting yearly. We will increase our College Credit Plus offerings by 1 class per year.

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

We will utilize the career assessment data in the Hometown Opportunity Webpage for our career inventory until we develop one. Currently 83% of our students have completed their career inventory. We would like to raise that rate to 100% over the next 4 years. We will develop a rubric to assess College and Career readiness for individual students in their career portfolios. Traditional baseline metrics include: ACT 90% completion with a composite score of 22.7. We will seek to increase that score by 1 point per year. 2014-2015 baseline District Report Card Data on the OGT - 98% reading, 98% math, 91% writing, 91% science, 93% Social Studies. The 2014-2015 EOC exams baseline data Algebra 9th grade 46%, History 92%, Government 75%, English 58%, Geometry 83%, Physical Science 85%. We are utilizing this baseline data to improve our teaching strategies and increase our scores. Additionally, there were multiple opt. outs in PARCC only. We are looking to increase our testing completion rate to 95-100%. We will monitor student enrollment in our new courses through metrics related to scheduling. Right now there are 3 students who leave campus for College Credit Plus classes and 5 students who attend our regional vocational programs. We need to offer more career prep options and College Credit Plus options for our students in order to increase their opportunities. We will track the number of interviews, job offers and students who will be attending college or entering the workforce post graduate.

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

We will work with our community partners to obtain feedback on our internship program. If students are not successful, we will find out why and adjust the preparation program for each student who is interested. Depending upon certification needs for teachers to teach CC+ we might need to look for alternative certification methods. Changes to the program will be determined by the metrics we collect, outcomes, and newly obtained information. We will also utilize information from the teachers, students, community partners, and employers in order to change any programmatic areas that are discovered or proved to be false.

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- 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...*
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?

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

i. List the desired outcomes.
*Example: 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 measureable changes, not just the accomplishment of tasks. Example: consolidation of transportation services between two districts.*

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### 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 measureable 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.
      992,200.00 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.
   The budget will support up front cost of implementing the program. 100-200's Professional development will support teacher training and certification for College Credit Plus credentials, a stipend to oversee start up activities, the continuation of the development committee, and administrative cost. 500 supplies for professional development - books, programs $5000.00. Professional Development 400 -Purchased services tuition reimbursement for College Credit Plus credentials $10,000. Salary and benefits for stipends is $37,000 (additional $6,800 fringe). 500- Instruction is as follows:$132,200.00 materials for PLTW and software for our Business/Marketing/Accounting/Graphics Design programs , (includes software licenses, maintenance agreements, and initial set-up), 600-- Capital Outlay- $601,400 for updates to the iPad Pro, graphic arts, iPad Air, Epson interactive projectors, wireless upgrade and replacement computers to support teaching capabilities and 21st century skills (maintenance agreements and protective materials, start up cost) and Business/Marketing updates. Additional Capital Outlay -600 - Our Engineering Program needs updated equipment, technology and resources to meet the career demands that are locally needed with equipment priced at $200,000 (materials and STEM equipment). The total budget for the project is $992,200.

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.
   115,000.00 a. Sustainability Year 1
   115,000.00 b. Sustainability Year 2
   115,000.00 c. Sustainability Year 3
   115,000.00 d. Sustainability Year 4
   115,000.00 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 spending will return to the current budgeted amount of 115,000.00 per year. That includes tuition reimbursement of 10,000, computer refresh of 75,000, and 30,000 software licenses. The refresh cycle will continue as it currently is, addressing the younger grades that are not addressed in this grant. We will start with the primary lab and classroom, and move forward from there. That would put us back on the refresh cycle at the intermediate, middle school, and high school grades. The sustainability cost is truly $0.00 as this is already in our budget for our 5 year forecast.

0 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.

100 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.

Reallocation technology funds will be utilized to maintain the project. Upgrading our technology now fits into the 5 year refresh cycle. The equipment will be due the same year the grant is allocated. The money that is not spent for the refresh will be used to support the minimum cost to maintain the grant. We are not adding staff or additional cost to our existing budget by implementing the project.

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 RangeOctober 2015 - June 2016

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

- Scope of activities include all specific completion benchmarks - Continue to plan as a team - 5/1/16 - Develop curriculum and have the new guidelines for the Career Portfolio Developed by 8/1/16 - Add additional PLTW program to middle school - CTE Complete 2/16 - Develop soft skills survey, curriculum, and experiential career opportunities 8/1/16 - Implement our first group of internship candidates for summer 2016 (up to 6 interns) - Collaborate with the CIC and BIC to develop additional opportunities within local businesses - Change schedule for 2016/2017 school year to offer CC+ courses on campus - Set up mock interviews and advising schedules for all high school students - Update technology with new - Finalize the Career Roadmap for the implementation year

22. Implementation (grant funded start-up activities)

a. Date RangeJuly 1, 2016 - July 202017

b. Scope of activities - include all specific completion benchmarks

7/16 Install new technology and equipment 7/16 Finalize the 8/16 Start new PLTW curriculum, new CC+ course offerings, finish PD for teachers on new materials, Implement full college/career advising program in the summer. Summer of 2016 formalize governance structure,
E) SUBSTANTIAL IMPACT AND LASTING VALUE

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

<table>
<thead>
<tr>
<th>Date Range</th>
<th>July 2017 - June 2022</th>
</tr>
</thead>
</table>

b. Scope of activities - include all specific completion benchmarks

We will increase student opportunities and student achievement by implementing a system of teaching, learning, advising, and experiential learning in grades 7-12. Through our process students will have the opportunity to experience authentic, real-world activities that include career planning, college planning, and the chance to participate in various fields. The curriculum will be developed based on student feedback, employer feedback, the BAC and CIC feedback. Instructionally, we will see an increase in participation in our additional offerings. This will be measured by monitoring enrollment in courses, EOC exam results, participation in the STEM and Engineering programs, and the number of students who have successful internship opportunities.

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:

Our economic sustainability depends upon the businesses ability to find skilled workers (college trained or tradesman). Our guiding group will work closely with the Business Advisory Council and the Community Improvement Corporation in order to develop experiential opportunities for our students in their career field of choice. Additionally, students will be able to explore opportunities earlier in the program through job shadowing, career explorations, curriculum that focuses on soft skills and job readiness, and building their Career Development Roadmap Portfolio. Additionally, we will be able to offer increased learning opportunities through additional PLTW courses, Engineering (Trade and courses), business course, and College Credit Plus classes on campus. Our guiding group understands the importance of very purposeful advising and opportunities for students. The grant will be a catalyst for us to implement a strong advising program, with experiential learning opportunities, and real-world applications. We will increase student achievement through a explicit teaching system directly related to college and career advising 7-12, giving students many more opportunities, with 21st century materials and a variety of courses not currently available. We will have students conduct multiple career explorations 7-12, college planning, career planning, and personal portfolio tools and metrics. Students will have real world learning opportunities and performance based elements that include job shadowing, internship, soft skill training, job skills training, and hands on training within our course work. Student internship opportunities will grow through the collaboration with the BAC and CIC based on our pilot in the first year of the grant. The students who are able to participate in internship will have the ability to create a more robust college application or obtain a job immediately after graduation. Many of our local companies have created learning labs within their companies to train skilled trade workers. By offering opportunities to our students they will see the potential for local employment. Additionally these students will have better job skills, soft skills, and high maturity levels due to their experiences. The students need to be college ready and/or employable. Teacher’s will be able to guide students in their initial college course work through our College Credit Plus opportunities. Student will not need to disengage from the school to attend a course, but will remain part of our school culture by attend college at our high school. We currently have the ability to offer the core college course work for freshmen with our current staff. We can grow our options by supporting our teachers with professional development and college course work to obtain their credentials. We believe there will be unforeseen opportunities that will emerge and opportunities for growth. The metrics that are collected will help us guide our program and make the necessary changes to improve what we are doing. Teachers within our schools will be trained in connecting pedagogy to leadership skills. Student leadership and development has already started as a priority goal for the schools this year. Students with increased leadership skills, the ability to develop their future career path post graduate, and the ability to experience real world opportunities throughout their 7-12 school experience will be goal oriented and driven to succeed.

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:

Andrea Townsend 419-629-8606 901 E Monroe St, New Bremen 45869

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods
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 evaluation plan will be internal through our guiding group. Metrics based on student achievement (state and local test), college and career surveys, course selection, and ACT scores will be used to judge the success of the academic side of the program. Student success, internship opportunities, soft skills training/metrics, feedback from employers and students will be used to adjust our internship program. We will obtain student and teacher feedback on the advisory program over the next five years. We will review our program quarterly to measure student participation, metrics, and comprehensive feedback from all stakeholders involved. The BAC and CIC will provide external guidance and feedback as we work collaboratively to ensure the program grows. We will use data college in the student portfolios from job surveys, Hometown Opportunities, and potentially Ohio Means Jobs. The metrics are fully described in #9 in this application. The data sets include opportunities for ongoing feedback from students, teachers, and partners. Additionally, we will look at college enrollment, test scores, internship gained/completed, credentials earned by teachers and potentially students. The data will be analyzed to see if there are discrepancies between the intended outcomes and the project itself. If there are, the program guiding group will adjust the project in order to create successful opportunities. The students will be the lead marketing group on the project, sharing their experiences, writing papers, and sharing their portfolios with others to create similar opportunities locally. Our formative evaluation will be ongoing through all participants. The summative evaluation will be a detailed written summary of the data and project as a whole. The information will identify the goals, changes, justifications, the impact and any alternative opportunities that may be determined necessary during the project. The information will be shared with the local stakeholders, businesses and school community. The goal is to increase student achievement and involvement at least 10% in all areas defined in section #9 and an increase on the ACT of 1 point per year.

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 project can be replicated very easily. The district that would like to replicate it would need to 1.) develop a guiding group to develop their Career Development Roadmap for grades 5-12, 2.) In grades 7-12 the group would need to determine what curriculum changes and programs would need to occur in order to offer experiential learning opportunities that are relevant to their area 3.) ensure their are metrics and processes in place that maintains and enhances programmatic changes. The guiding group in the district needs to develop processes that are easy for others to follow and replicate, making necessary changes relevant to their location. We would encourage other districts to conduct visits and review our materials. Our metrics and evaluation plans will be available to share with any interested district. The initial start-up cost is the largest barrier we need to overcome. With funding, other districts can easily start the process or scale down the process with current staff. In our area it was determined we needed to update materials to meet the business, manufacturing, and agricultural needs of the area. Teachers have to be willing to want to teach College Credit Plus classes and obtain credentials. Our internship program has been modeled from a successful program at the SCSD. Permission was granted by Dr. Estrop to use the model as long as credit was given to the district. We anticipate additional cost for teacher training, material updates, and software changes. Additionally, we anticipate the cost of text books for CC+ which we are required to pay for now. Our goal is to create templates and metrics other districts can use to start a similar project. We will document all of our policies, processes, materials, and templates with districts who are interested. Our students who participate in our marketing program will be the key communicators of our marketing materials, communication, video production, and social media. This is the true definition of experiential learning. We believe there will be a full year of planning, curriculum and metric development, the start-up materials purchased and put into place, and business partnerships for internship to be arranged. We plan on starting small with our internship and obtaining feedback from the employers. We would suggest that other districts do the same.

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: Dr. Andrea Townsend Superintendent New Bremen Local Schools November 20, 2015
No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela</td>
<td>Hamberg</td>
<td>419-629-2447</td>
<td><a href="mailto:nbecondev@nktelco.net">nbecondev@nktelco.net</a></td>
<td>New Bremen Business Advisory and the Community Improvement Coportation</td>
<td></td>
<td>214 N. Washington St., New Bremen, OH, 45869</td>
<td></td>
</tr>
</tbody>
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### Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Education</th>
<th>% FTE</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason</td>
<td>Schrader</td>
<td>Principal</td>
<td>Ensure that middle school course work, new PLTW, career exploration, and the portfolios are managed within the master schedule and that the curriculum is developed for the Career Development Roadmap.</td>
<td>Mr. Schrader has been a principal for 3 years. His strengths are in student leadership development, team building, and curriculum development.</td>
<td>Mr. Schrader was a principal prior to arriving to NBLS. He has made great strides in student achievement through leadership development and team building with students and staff.</td>
<td>Masters</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Andrea</td>
<td>Townsend</td>
<td>Superintendent</td>
<td>To ensure that the team of teachers and community members continue to work towards a solid college/career path for our students. We must increase our opportunities in STEM, business work force development, and college/career readiness. Through open communication with the Business Advisory Council and Community Improvement Corporation we can ensure the team stays on the correct course to develop a great program to support economic development. Additionally, assurance can be granted that the SCSD model will be implemented with fidelity as originally intended by Dr. Estrop. The materials, set up, programs, and guidelines will continue to be developed throughout the grant. The teachers and guiding group will be managed and monitored by the Superintendent.</td>
<td>Previous experience with the program in SCSD. Curriculum and program development, technology implementation. The information has been shared and permission was granted to utilize the internship platform as developed by SCSD. The guiding group has already been selected and has started working on the new Career Development Roadmap materials and have agreed to extend their qualifications to grow this program.</td>
<td>In my previous job, I was part of the team that helped work on the internship college and career program. The program grew from a few interns to several in a few years. The program was housed in my office and run by external folks who were hired through grant funds. The programs we are attempting to replicate worked in SCSD and we hope will be as successful here. We need to create a workforce that has college educated students and skilled tradesman leaving high school ready to support our workforce. The community and businesses will not sustain the local economy if we are not proactive. Previous experience with Business Advisory Councils and local Chambers have helped develop a strong understanding for this need.</td>
<td>EdD in Teacher Leadership</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Brian</td>
<td>Pohl</td>
<td>Principal</td>
<td>Ensure that course work for CC+, Engineering, Business, Graphic Arts, and Marketing are managed within the master schedule and that the curriculum is developed at the high school level.</td>
<td>Principal of this program for 3 years. He is an active member of the planning team and has already conducted the audit for CC+ classes.</td>
<td>Mr. Pohl has lead other high school programs through successful implementation of additional programs with limited resources.</td>
<td>Masters</td>
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