

Budget

Pike-Delta-York Local (047084) - Fulton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (34)

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

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		123,685.00	53,132.50	70,500.00	77,500.00	532,072.50	0.00	856,890.00
Support Services		0.00	0.00	18,000.00	0.00	0.00	0.00	18,000.00
Governance/Admin		0.00	0.00	34,710.00	0.00	0.00	0.00	34,710.00
Prof Development		0.00	0.00	72,000.00	0.00	0.00	0.00	72,000.00
Family/Community		0.00	0.00	18,000.00	0.00	0.00	0.00	18,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		123,685.00	53,132.50	213,210.00	77,500.00	532,072.50	0.00	999,600.00
							Adjusted Allocation	0.00
							Remaining	-999,600.00

Application

Pike-Delta-York Local (047084) - Fulton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (34)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Business Partnerships - Student Pathways

2. Project Summary: Please limit your responses to no more than three sentences.
Business/School partnership providing training, apprenticeship and employability skills to meet industry demand for skilled employees.
This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

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

Grant Year				
0 Pre-K Special Education	0 K	0 1	0 2	100 3
100 4	200 5	200 6	410 7	447 8
72 9	259 10	199 11	175 12	

Year 1				
0 Pre-K Special Education	0 K	0 1	0 2	100 3
100 4	200 5	200 6	415 7	442 8
209 9	269 10	192 11	179 12	

Year 2				
0 Pre-K Special Education	0 K	0 1	0 2	100 3
100 4	200 5	200 6	420 7	434 8
195 9	269 10	192 11	177 12	

Year 3				
0 Pre-K Special Education	0 K	0 1	0 2	100 3
100 4	200 5	200 6	425 7	436 8
193 9	269 10	199 11	182 12	

Year 4				
0 Pre-K Special Education	0 K	0 1	0 2	100 3
100 4	200 5	200 6	430 7	446 8
199 9	269 10	191 11	184 12	

Year 5				
0 Pre-K Special Education	0 K	0 1	0 2	100 3
100 4	200 5	200 6	435 7	443 8

4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

2162 students have access to the unique curriculum and computer application developed through this project. Additionally students may use the project initiatives to explore career choices. Project will offer over 40 career exploration classes. Curriculum will be developed with local government agencies, business and school stakeholders. High school and middle school students will still have access to the programming. Also, business/school relationships built through this program will allow all students to benefit in careful and deliberate career exploration with school guidance, industry leaders, parents and peers. The computer application will extend the great usefulness of the Ohio Means Jobs portal by connecting curriculum choices and personal interests into a comprehensive planning tool from middle school through graduation that will a clear direction in career exploration. Program replication in other counties may exceed 10,000 students impacted by business/school initiative.

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

First and last name of contact for lead applicant
Ted Haselman

Organizational name of lead applicant
Pike-Delta-York Local Schools

Address of lead applicant
504 Fernwood Street Delta, OH 43515

Phone Number of lead applicant
419.822.3391

Email Address of lead applicant
thaselman@pdys.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

There is significant gap in current student pathways with a connection to business employment needs. Conversely school current curriculum fails to capitalize by applying direct impact curriculum that directly provides the necessary skill set for skilled, high paying employment in industry identified employment gaps. This gap leaves positions unfilled and creates an environment of crippling business growth and expansion. It also leaves students unprepared to meet that need. Meaningful employment and/or skills and knowledge necessary for successful college without remedial course work is too often the norm. There are currently 247 openings in Fulton County manufacturing skilled positions. At this time no clear pathway exists for students to gain necessary skills to compete in the job market in high demand career fields. These higher-level skill positions remain unfilled. High schools and college connections include College Credit Plus, dual enrollment and attending college full time. Full time college attendance is often unattainable for students. Northwest State Community College provides workforce credentialed programming, yet a direct manufacturing directed curriculum is not evident at the district level.

Manufacturing and other professions needed input to specifically design courses to meet expanding high skill positions has yet to be fully integrated with both college and high/middle school student pathways. Currently students, especially those who are not college bound, have limited exposure to career advancement skill training backed by industry standards. This leaves no clear pathway for students to secure skilled positions that ultimately promote personal career advancement. Today's student employs technology on a daily basis. An application will be developed that is easily accessed with creative features that entice students and parents to secure access in college/career planning. The application will also coordinate with Ohio Means Jobs.

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

Business Partnerships and Student Pathways will significantly Improve Student Achievement by implementing connected learning from experienced/innovative education & industry professionals from Northwest State Community College, Sauder Woodworking, Worthington Industries, Fulton county Health Center, Miller Brothers Construction, GB Manufacturing, Sauder Village and others. Student support includes curriculum development, community engagement, partnership development & apprenticeships at high performing/innovative industry specialists. Teachers will receive specialized training from manufacturing specialists to learn best practices & develop a network for teacher collaboration. All 8th graders take COMPASS Test with a Northwest State Community College student advisor assisting to develop a personal college/career readiness plan including acceleration/ remediation plans. Students choose from 3 college/ career pathways: college, career and military. In partnership with business stakeholders, Futon County Economic Development Committee, Fulton County Workforce Development & Northwest State Community College, students will address real world industry problems and complete apprenticeships. Students can complete their diploma, earn stack-able certificates, industry certifications & up to 30 college credits (onsite, online, dual enrollment, blended). Program will also provide a professional, accessible application suitable for computers hand help devices that will give students and parents real time significant advantages in preparing for high school, college and beyond. This application will enhance the Ohio Means Jobs online program by connecting student need, current employment openings and skill set necessary to compete in today's emerging skilled workforce needs. Manufacturing and other connected businesses will participate directly with consortia school districts and Northwest State Community College to develop curriculum that directly connects employment and student preparedness. This industry partnership in developing curriculum will produce certificated programs that meet graduation requirements and also ensure the development of a highly skilled workforce. "In today's labor market, it is imperative that businesses and educational institutions partner to enhance the education of young students and provide them with skills that will remain in high-demand during their professional careers and that are transferable. Worthington Industries supports the efforts that will be put forth in this grant opportunity and looks forward to our involvement in the process." (Jessica Double, Worthington Industroies)

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.

Business Partnership Student Pathway project will assign a part-time Project Director to manage Goals 1 and 4. Project Manager and Fulton County Workforce Development Coordinator will facilitate Design Team (staff, parents, Northwest State Community College, Fulton County Economic Development, Fulton County Workforce Development Coordinator) to create the vision, a portrait of graduate & foundational documents for consortia program design. All program 8th graders take COMPASS Test & personal college readiness plan will guide acceleration/remediation. 1. Significantly Improve Student Achievement by: i. Desired Outcomes Outcome1: 100% of 8th graders will complete COMPASS Test and have personalized plan for college readiness. Outcome2: Consortia districts will have a complete business/school partnership program of study framework with 3 career pathway options including apprenticeships. Outcome3: 100% of related staff will complete specialized professional development. Outcome4: Consortia will have projected enrollment of 100 students in apprenticeship in year one.

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.

Lead Project Team (LPT) meets bi-weekly to drive planning efforts. If awarded, the full plan described below will be implemented. If funding is not awarded, plans will be scaled back temporarily while seeking additional funding, but all stakeholders are committed to pursuing program objective. Straight A Funds will primarily cover critical one-time start up tasks allowing the project to scale faster & serve more students/adults sooner.

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

In 1994, United States legislation passed the School-to-Work Opportunities Act (STWOA) because, compared to other countries, the United States lacked a system to connect education with employment where four-year college degrees were not required. "The School-to-Work Opportunities Act is visualized as comprehensive efforts to help students better prepare for careers and college by providing work-based learning experiences" (Gordon, 2003, (2003). p. 211). The History and Growth of Vocational Education in America. Prospect Heights, IL: Waveland Press. Currently consortia districts have active work study programs that impact very few students. There is little direct connection to local manufacturing and other businesses. Student work study employment is low skill level, entry level employment primarily at the retail level. No direct link with school and business leaders exists. Fulton County consortia schools and local businesses share a common purpose and have met to move the process to improve the lives of students to a new level. The current programming, identical to almost all school work programs, is ineffective. Students are not gaining a skill set that allows them to enter the workforce with skills necessary to move into higher level positions. Manufacturing desperately seeks skilled employees while experiencing an extreme shortage. Online Journal of Workforce Education and Development Volume III, Issue 3 - Fall 2008 states: Most high schools provide programs to prepare students for college or employment after graduation. These programs, also known as School-to-Work Programs, are supposed to help direct students to the career field that they would like to pursue. Unfortunately, the programs provided by the schools are not as effective as they should be. One of the main reasons why these programs are unsuccessful is due to the lack of participation from local businesses. Businesses are unwilling to participate because of the cost to partake in the program, the time that is involved with the program and the loss of retention for the business. For most businesses, the concerns outweigh the benefits of the School-to-Work

program but there can be and are very successful and effective programs from the partnerships of businesses and schools. School-to-Work programs help students transition from high school to the workforce. Neumark, D. & Joyce, M. (2001). Evaluating School-to-Work Programs Using the New NLSY. The Journal of Human Resources, 36(4), 666-702. These programs were created to integrate a system of youth education, job training, and labor market information to provide a faster and more successful transition from school to stable employment. These programs are not just for students who want to graduate with a high school diploma and go straight to the workforce. These programs also help give students a better understanding of a career that they may want to pursue during and after college. The programs are not necessarily geared exclusively toward placement of young workers in more permanent jobs, but also aim to increase information about labor markets and young workers' own skills, in order to enhance their career decision making (Neumark & Joyce, 2001.)

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

1. 100% of students will successfully complete required course work. 2. 100% of 8th grade students will receive career/college guidance with recommendations for future growth and progress 3. 100% staff professional development attendance to gain needed additional skills will be recorded and coordinated with businesses. 4. Student involvement and success will be documented yearly with reports distributed to all stakeholders including certificates earned, student pathway progress made and remediation data.

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

1. 100% of students will successfully complete required course work. A baseline will be developed in the initial year of the grant indicating courses taken, courses successfully completed and certificates earned by students. Subsequent years will continue this data reporting with quarterly revision and enhancement of developed course work by Northwest State Community College, consortia leadership team, project director and selected business partners. 2. 100% of 8th grade students will receive guidance partly based upon the compass test. All students will receive guidance from school guidance counselors in partnership with parents. Student Pathway will promote targeted intervention/acceleration. 3. Data will be maintained detailing professional development offer, certified skills acquired and attendance by program teachers, guidance counselors and school administrators. 4. Number of courses taken and passed will be documented. Apprenticeships will be evaluated on a rubric developed by school and business partners. Student earned certificated program credentials will be tracked. Business employment needs for highly skilled employees will be monitored and recorded for program enhancement and adjustment. Building advanced industry based professional development offering will target skills necessary for students to enter the workforce as highly skilled employees. Program will track yearly attendance with review of professional development offerings conducted by Leadership Team consisting of industry representatives, Project Director, Fulton County Economic Development Director and Fulton County Workforce Coordinator. Computer Application to support Ohio Mean Jobs computer application will be developed and introduced by program schools, Northwest State Community College and partnering businesses

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

Business and schools stakeholders, with partnerships of parents, Fulton County Economic Development and Fulton County Workforce Development, have conducted planning meetings to research the functions and protocols necessary to assure student achievement. The student goal selections are positioned to prepare students and instructional staff to fully engage in the grant initiative. COMPASS testing make up dates will be established for students who are absent during the initial administration of the test. Newly hires teachers that enter the programming will receive training to bring them up to speed with industry standards. Consortia believes the 100 student expectation will be realized but is prepared expedite targeted marketing to families and students to bring the benefits of programming.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

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

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

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

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

These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

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

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

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

i. List the desired outcomes.

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

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

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

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

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

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

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

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

d. Implementing a shared services delivery model

i. List the desired outcomes.

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

1. 100% of program teachers will receive industry programmed professional development to enhance skills 2. Computer Application to support Ohio Mean Jobs computer application will be developed and introduced by program schools, Northwest State Community College and partnering businesses. Computer application that is user friendly and connected to Ohio Means jobs by creating features that provide clear pathway guidance for students and parents. 3. Expand and create new online/blended Northwest State Community College and local courses to align to industry based partnership curriculum with direct connection to career pathways.

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.

A true partnership exists with all Stakeholders. Fulton County Commissioners wholeheartedly promote and support the initiative. Fulton County Economic Development Director, Fulton County Workforce Coordinator, Northwest State Community College, business representatives, parents, teachers and school administrators were initial contacts and have partnered in the planning in phase one, an exploratory conversation pinpointing the needs of area businesses. These partners will combine to develop industry based curriculum that will meet targeted needs of both students employability skills and employers skilled workforce shortage. Consortia will partner with local computer design professionals to develop a career pathway application. This application will provide guided curriculum pathways allowing students and parents to wisely navigate the students required course work to successful completion of the pathway chosen. Currently the Ohio Means Job computer application does not incorporate a student's academic course plan with the assistance of school guidance counselors. This gap in college /career transition will provide a great benefit for students, parents and schools.

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.

The Council for Corporate & School Partnerships' mission is to identify, create, recognize and support exemplary business and school relationships that improve the student experience in K-12 schools in the United States. Not every school is fortunate to have such a large company headquartered in its backyard, but that does not mean that every school cannot have partnerships that have a great impact on students. One critical element to keep in mind is that school-business relationships can have a powerful impact on the community. Community members and parents should play a role in the development process, since the entire community ultimately benefits from a successful partnership. Recognizing that schools are typically a focal point of every community, community leaders should be engaged and supportive of partnerships that improve the education experience. By focusing decisions about partnership activities at the local level, we can ensure the maximum involvement and success. If students or schools in your community have needs that are not being met or that are under funded, the educational experience is likely to suffer. A school-business partnership might provide a solution. Consider the type of partnership and the level of partnership that would best meet those needs (i.e. professional development, donation of goods or services, manpower, mentoring, etc.). Also consider whether attempting to meet those needs with the help of an outside source is appropriate for your students and school. Once a need has been identified, determine whether there are natural partners or resources within the community, including parents, to help meet that need. In most cases, the type of need will determine the type of partner you seek. Interested education organizations should do some research on local businesses, focusing on what they do; whether they are already involved in community or school activities; whether they are financially healthy; and any other information that might be useful in the partnership development strategy. Also, find out if there are causes in which local businesses are interested and whether they fit with the needs of your students. For example, if a potential business partner focuses all of its partnership resources on environmental causes, you probably would not want to approach representatives of the business about a project strictly related to reading tutors. Consider whether partnering with a particular business is appropriate, and if there are any issues that would impact your community's approval of the

partnership. Also, reach out to involved parents of students in your school for ideas and relationships they have developed that will benefit the school. Finally, school officials should empower school employees, volunteers, and parents to help identify and approach potential business partners. Not all school-business partnerships have to be initiated by the principal. School staff, teachers, and the local PTA are equally aware of the needs of the school and students, and can help identify and/or seek out possible partnership opportunities. Student clubs can also be a helpful resource in this effort. Just ensure that the principal is made aware of any discussions that are taking place and is able to provide input as the partnership is developing. Positive communication and support of staff-initiated partnerships are also important. Education decision makers should also ensure that school employees are aware of the schools core values so they seek appropriate partners.

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

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

Example: consolidation of transportation services between two districts.

1.. 100% of program teachers will receive industry programmed professional development to enhance skills. Attendance and certificated training completed will be tracked using database to ensure all industry required skills in the program receive teacher training. 2. Computer Application to support Ohio Mean Jobs computer application will be developed and introduced by program schools, Northwest State Community College and partnering businesses. 3. Industry experts and school personnel will partner to develop needed courses for students. Courses will be managed in a database and available for students and families in the new online application and defined in the 3 student pathways being developed.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

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

1. 100% of program teachers will receive industry programmed professional development to enhance skills Data will be maintained detailing professional development offer, certified skills acquired and attendance by program teachers, guidance counselors and school administrators. Building advanced industry based professional development offering will target skills necessary for students to enter the workforce as highly skilled employees. Program will track yearly attendance with review of professional development offerings conducted by Leadership Team consisting on industry representatives, Project Director, Fulton County Economic Development Director and Fulton County Workforce Coordinator. 2. Computer Application to support Ohio Mean Jobs computer application will be developed and introduced by program schools, Northwest State Community College and partnering businesses. Industry experts, school officials and parent will invest in assuring application meets the needs of all stakeholders. All minutes of planning meetings will be submitted to the Director and Leadership team for review. 3. Newly developed, and current courses, will be maintained in a database and available for all stakeholders. Courses will directly link to student need, industry need and parent need.

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

Business and schools stakeholders, with partnerships of parents, Fulton County Economic Development and Fulton County Workforce Development, have conducted planning meetings to research the functions and protocols necessary to assure a shared delivery partnership exists between all stakeholders. The goal of partnering with Ohio Means Jobs will be realized. Careful planning and cooperation will be required to successfully complete this initiate in the time allotted. Special emphasis will be placed on a timely development of the application. Planning is underway now to fully engage the development process. Courses developed will be with a partnership of all stakeholders. The consortia will prioritize courses offered.

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.

999,600.00 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.

Object code 100: \$123,685 will be utilized to provide seamless transition from the grant period to subsequent years. Selected staff will provide transitional expertise and commitment to securing the long term impact of the grant initiative. Object code 200: \$53,132.50 will be incurred for all fringe benefits including, but not limited to, retirement, insurances, Medicare, federal and state taxes and unemployment compensation. Object code 400: \$213,210. \$70,500 Purchase service instruction will support business and manufacturing instructors who will provide student instruction on the most current high tech work skills mandated by company standards. \$18,000 will provide grant evaluation team services to maintain accurate real time data to ensure all stakeholders meet expectations and to assist in guiding future growth. \$34,710 will provide governance connecting all stakeholders. \$72,000 Professional development, provided by Northwest State Community College and also business professionals to provide teacher advanced training in certificated programs to assist classroom instruction to be elevated to the highest levels. \$18,000 will develop a computer application to connect students and families to a critically needed, convenient data base that will allow student pathways to become interconnected with school business, students and family. Object code 500: \$77,500 will provide classroom instructional needs including tools, calibration and measuring devises. All purchases will support student access to appropriate supplies mandated by student need and industry standards. In partnership with Northwest State Community College supplies necessary for certificated programs will be provided at each district. College/Career preparation supplies will also be provided for middle school students. Object code 600: \$532,072.50 will be utilized to purchase capital to bring uniform quality of curriculum services offered that provides high-quality, engaging and critical thinking educational offerings to students. Lathes, computer numerical control, CNC, machines, computers to support STEM, additional wireless hot spots, kiosk for parent student communication and support, robotics training equipment, virtual welder and 3D printers will provide the startup expenses in providing expanded student choice for students.

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.

192,090.00 a. Sustainability Year 1

192,090.00 b. Sustainability Year 2

192,090.00 c. Sustainability Year 3

192,090.00 d. Sustainability Year 4

192,090.00 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.

Sauder Woodworking, Worthington Industries and other Fulton County manufacturing businesses will realize eventual cost savings as a result of a reduction in the number of employees partner businesses will have to train. This will be realized due to the preparedness of graduates with the credentials those businesses have identified needing and that are aligned to, with and by Sauder Woodworking, Worthington Industries and other Fulton County businesses. Machine maintenance, increased insurance costs for acquired capital, continual parent engagement, and needed program supplies will require sustaining costs for effective operation. Additional professional development may also be required as new technologies and practices are developed. The initiative is determined to keep all students involved in cutting edge highly skilled employment programs.

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.

n/a

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 of funding will occur through reduced spending in district professional development funding, curriculum purchases, reduced staffing costs and investment in future capital. Consortia reduced staffing costs based upon staff retirements will bring significantly reductions. In addition industry based trainers will instruct Career Tech courses through industry based apprenticeship programs rather than new or replacement employments to teach these courses. Curriculum developed by manufacturing and other businesses will greatly reduce the cost of curriculum development now incurred by local schools. Tools & Die curriculum, CNC curriculum, Occupational Safety and Health (OSHA) curriculum, soft skills curriculum will be developed by business partners and will greatly reduce the investment schools now currently make for

these needed courses. "An innovation is one of those things that society looks at and says, if we make this part of the way we live and work, it will change the way we live and work." -Dean Kamen, (Sputnik, September 28, 2011)

D) IMPLEMENTATION

20. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range September 9-November 20, 2015

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

Application Preparation Communication: October-November, Leadership Team engaged partners, staff & community around educational transformation. Community outreach included activities with industry, school personnel, parents and stakeholders to explore business partnership to provide student pathways. 1. Determine whether your school/students have unmet needs and whether forming a business partnership to meet those needs would enhance the student experience 2. Determined which schools have the greatest needs. 3. Make community connections 4. Tapped internal strengths of each stakeholder to assure compatibility with services offered and implementation of the program. 5. Core values were explored. It is important to understand that businesses and schools can operate with diverse and often times different sets of values and goals. That said, local businesses and local schools are both core members of the local community. Both share a commitment to educational achievement for today's students and to the preparedness of tomorrow's workforce. And both are results-oriented, striving to accomplish more with fewer resources. Though they may use different vocabularies, schools and businesses often times share common values. 6. Defined short- and long-range goals of partnership, including expected outcomes. 7. Aligned activities with education goals of school/district

22. Implementation (grant funded start-up activities)

a. Date Range December 2015 - December 2016

b. Scope of activities - include all specific completion benchmarks

1. Ensure that partnership activities are integrated into the school and business culture. Communication plays a key role in integration. Providing regular updates and recognizing participants will help maintain enthusiasm and further promote a culture of contribution. 2. Ensure that the partnership provides opportunities for students, teachers, and business employees to interact with each other and at community, school and business sites. Relationships Are Key- Partnership activities involve interaction between students, school staff, business employees and the community can promote learning and offer students valuable experience for the professional world. Due to the nature of some activities, such as volunteering and mentoring, interaction is assured. Schools and businesses will be creative in crafting partnerships that provide additional opportunities for interaction. 3. Establish final draft formal (and written) management structure with specific individuals assigned to manage partnerships to ensure accountability, provide quality control and monitor alignment with partnership goals. 4. Provide training for all stakeholders 5. Secure explicit support and concurrence for the partnership throughout the school and business - at the highest levels as well as throughout the staff. A concerted effort should also be made to build support with employees throughout the school and business. This can be achieved by making certain that staff at all levels are informed about the partnership and are given an opportunity to provide input. Having consensus at this level is critical since it is frequently here that much of the partnership work is actually done - this is the face of the partnership for the community. Moreover, staff members that are actively involved and supportive will feel vested in the partnership and will help ensure a positive outcome

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

a. Date Range 2017-2022

b. Scope of activities - include all specific completion benchmarks

Based on definitions of success determined earlier, conduct regular evaluations that include data collection and analysis to determine accomplishments, strengths and weaknesses of the partnership. SUSTAINING THE PARTNERSHIP 1. Secure explicit support and concurrence for the partnership at all levels of the school and business. 2. Ensure top management is on board. 3. Ensure staff are informed and involved. 4. Provide the community with an opportunity to review and contribute. 5. Construct communications plans. 6. Communicate regularly about intended and actual outcomes. 7. Ensure both partners are publicly and privately recognized. EVALUATION 1. Conduct regular

evaluations and monitoring.

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:

HS diplomas no longer provides access to the types of employment opportunities that are capable of providing the income levels & job stability required to support a family. This is a significant change from the job market 4 decades ago, when there were significantly more jobs available to those with only a HS diploma. The field has recognized the attainment of a postsecondary degree (4-year, 2-year, certificates with high labor-market value) is required to earn living family wages & be capable of breaking intergenerational cycles of poverty that currently afflict so many families/regions across the US. Combined with the reality in Fulton County that employment of highly skilled workers suffers due to the lack of qualified workers, it was essential to bringing all partners together to determine a solution. Industry and businesses readily joined in a partnership with Fulton County schools and, Fulton County Economic Development and Fulton County Workforce development. All parties are committed to long term, permanent institutional changes that will benefit primarily students and also local manufacturing and businesses. The inclusion of new and targeted curriculum to meet these needs is paramount. Northwest State Community College will play a central role in the process. Current classes to prepare for high tech jobs exists at the adult level, but currently no direct partnership exists between schools, businesses, manufacturing and students. Stakeholders are committed to providing these connections. A new student/family friendly computer application connected to Ohio Means Jobs will ensure that all stakeholders have real time access to student pathways that will provide access to, and planning for, successful gainful employment in highly skilled professions. New dynamics will connect employer, student, parent and school in a permanent process that opens pathways to students never before realized at the institutional level. Districts will see a reduction in redundant planning and implementation of work - apprenticeship programs. This will reduce administrator time spent on planning and implementation. This program will also reduce the planning and implementation of curriculum planning conducted by teachers. Cooperative planned programming will be uniform and consistent among all schools.

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:

Gene Rupp, Ed.S. University of Toledo 300 East Gamble Road Fayette, OH 43521 419.237.2573 grupp@fayettesch.org Evaluator has 14 years' experience administering grants and has successfully implemented all initiatives and deliverables including Local Government Innovation Fund (LGIF), 21st Century Community Learning Center grants and Third Grade Guarantee Grant .

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.

5 Yr Benchmarks: By 6/30/2017, Consortia will be a fully-functioning. Each graduate will have the potential to attain at least 30 hrs of college credit directly related to highly skilled employment. Project outcomes will be met by 6/30/2017. Long Term Objectives plans for outcomes to be fully achieved by 6/30/2022. 1. Significantly Improve Student Achievement by providing a Project Outcome- 100% of 8th graders will complete COMPASS Test and have personalized plan for college readiness. Project Outcome- Students will complete 4-year program of study framework with 3 career pathway options including apprenticeships. Project Outcome- 100% of staff will complete professional development. Project Outcome- Projected enrollment of 100 students in targeted apprenticeship programming. Project Outcome - 2100 students directly impacted through program Project Outcome- Computer application developed Long Term Objective. 100% 11th graders will participate in 1+ college course. Long Term Objective. 100% of students will successfully progress to the next grade level. Expand availability of online/blended learning courses aligned to support three career pathways Long Term Objective- Partners will experience decreased shared instructional/administrative services by 10% from previous year. Increased perception that HS students can successfully complete significant numbers of college credits Increased number of students entering STEM manufacturing fields/post secondary programs upon graduation. All Short Term Objectives = Outcomes (complete by 6/30/2017). 1: 100% of 8th graders complete COMPASS Test & have personalized college readiness plan. Data: COMPASS Test results, number of students taking, college readiness plan document. Formative output: number of students college ready math, number of students college ready English, number of student completing college ready plan. Progress Monitoring: database monitoring COMPASS results/student plans 2: Complete 4-year program of study framework with 3 career pathway options each including apprenticeships. Data: documentation of 4 year course of study. Formative output: planning agendas, draft plans, progress monitoring 3: 100% of program staff complete professional development. Data: number of trainings offered; number of staff participating. Formative output: attendance sheets, monthly training reports. Progress monitoring: database monitoring training 7: All partners sign MOUs describing obligations, shared services/ programs aligned to fiscal plan. Data: draft MOU. Formative output: signed MOUs. Progress Monitoring: Treasurer collects signed MOUs approved by Pike-Delta-York & partner boards 8: MOU defines shares instructional & administrative services. Data: documentation of signed MOUs. Formative output: planning agendas, draft MOUs, board approvals. 10: Expand number of online/blended Northwest State Community College courses aligned to career pathways. Data: number of online/blended learning

NWSCC courses in pathways Fall 2017. Formative output: NWSCC created courses. Progress monitoring: database monitoring number of aligned online/blended NWSCC courses Progress Monitoring (method, process, procedures) Project Director creates database to monitor process/outcomes data, enters data & monitor outcomes. Project leadership Team meets weekly to monitor progress & develop solutions.

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 grant proposal is designed to be replicated so that other districts gain from lessons learned initiate their own multi district, business/school partnership program. The grant deliverables include a handbook with applicable information informing future districts of the process necessary to build a strong business/school partnership that benefits all students. This handbook will be available at no charge for any district requesting this information. Program manager will also be available to visit sites and present program options, startup concerns, budgeting requirements and student achievement initiatives. Sample MOU documents, budget samples, courses offered, professional development offered and shared resource protocols will be available for districts to replicate this project. The start up time should be minimal, as consortia leadership will be available to provide guidance, all needed communications, course awareness and partnership collaboration model. In year two of program consortia will provide training and information to Williams, Defiance and Henry counties. Fulton County Workforce Development Coordinator and Program Manager will play a key role in replicating this business/school partnership. As new business plan expansions the program can easily incorporate this new development and plan accordingly to connect all resources to meet needs. The addition of other Fulton County manufacturing and other businesses will be very likely in the near future. Program Manager, Fulton County Workforce coordinator and Fulton County Economic Development are positioned to uniquely incorporate new businesses to meet their need for skilled employees. School leadership is committed to expanding the uniqueness of this initiative by adding new business partners.

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 Agree Ted Haselman, Superintendent Pike-Delta-York Local Schools thaselman@pdys.org 419.822.3391 504 Fernwood Street Delta, OH 43515

Consortium

Pike-Delta-York Local (047084) - Fulton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Erik	Belcher	419.237.2573	ebelcher@fayettesch.org	Fayette Local	047068	400 E Gamble Rd, Fayette, OH, 43521-9462	
Jeff	Schlade	419.826.7085	jeff.schlade@swantonschools.org	Swanton Local	047092	108 N Main St, Swanton, OH, 43558-1032	
Aaron	Rex	419.446.2728	arex@archboldschools.org	Archbold-Area Local	047043	600 Lafayette St, Archbold, OH, 43502-1656	
Larry	Brown	419.335.6616	lbrown@wauseonindians.org	Wauseon Exempted Village	045641	126 S Fulton St, Wauseon, OH, 43567-1350	
Stephen	Switzer	419.446.2705	sswitzer@pettisvilleschools.org	Pettisville Local	047076	Box 53001, Pettisville, OH, 43553-0001	

Partnerships

Pike-Delta-York Local (047084) - Fulton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Jim	Drews	(419) 267-5511	jdrewes@northweststate.edu	Northwest State Community Coll	052431	22600 State Route 34, Archbold, OH, 43502-9517	
Martha	Gebers	(419) 446-2711	mgebers@sauder.com	Sauder Woodworking Company		502 Middle St , , Archbold, OH, 43502	
Matt	Gilroy	419.337.9215	mgilroy@fultoncountyoh.com	Fulton County Economic Development		604 South Shoop Ave. , , Wauseon, OH, 43567	
Cara	Leininger	419.337.9215	cleininger@fultoncoountyoh.com	Fulton County Workforce Development		604 S. Shoop Ave. Suite 110, , Wauseon, OH, 43567	
Dave	Brinegar	419.335.3015	dbrinegar@fultonindoh.com	Fulton Industries		135 E Linfoot St. , Wauseon, OH, 43567	
Aaron	Alt	1-800-590-9755	aaron.alt@saudivillage.org	Sauder Village Living History Farm & Museum		22611 State Route 2, , Archbold, OH, 43502	
Jessica	Double	419.822.2500	Jessica.double@worthingtonindustries.com	Worthington Industries		6303 Co Rd 10, , Delta, OH, 43515	
Julie	Boehm	419-899-2111 Ext 122	julie.boehm@sherwoodstatebank.com	Sherwood State Bank		105 North Harrison Street, PO Box 4546, Sherwood, OH, 43556	
Rebecca	Sattler	419.822.5323	gbmfg@gbmfg.com	GB Manufacturing		1120 East Main Street, PO Box 8, Delta, OH, 43515	
Dave	Lersch	419-446-7829	davelersch@mbcholdings.com	MBC Holdings		1613 S. Defiance St., , Archbold, OH, 43502	
Rebecca	Singer	419.535.6000	info@ciftinnovatipon.org	Center for Innovative Food Technology		5555 Airport Highway, Suite 100, Toledo, Oh, 43615	
Patricia	Finn	419.335.2015	none available	Fulton County Health Center		725 South Shoop. , , Wauseon, OH, 43567	
Phil	Rudolph	419.725.3004	Rachel.Grup@rlgbuilds.com.	Rudolph Libbe Group		6494 Latcha Road, , Walbridge, OH, 43465	

William

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Implementation Team

Pike-Delta-York Local (047084) - Fulton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Gene	Rupp	Director of Student Services	Oversee all grant deliverables. Communicate effectiveness of program to all stakeholders. Coordinate all trainings	Mr. Rupp has successfully evaluated grants for 12 years including 21st Century Community Learning Center Grants, StraightA grants, and government innovation grants.	Program manager has 14 years' experience administering grants and has successfully implemented all initiatives and deliverables. Program manager administered all budgets and operations for 19 individual 21st Century Community Learning Centers with a budget of \$12.7 million. Programs employed 357 teachers who provided instruction for over 3700 K-12 students. Student programming utilized hands-on, real world approaches with proven academic success. Mr. Rupp also successfully implemented a \$200,000 multi district Third Grade Guarantee Grant data program that facilitated student success in preparation for the third grade reading Ohio Achievement Assessment. This program connected the early literacy student data of 23 districts with the goal of providing professional development and intervention services in a shared model. This effort reduced administrative costs and streamlined the data collection process aimed at targeting those students in danger of retention. The Local Government Innovation Fund (LGIF) was managed that allowed the district, in partnership with 21 other districts, to investigate further opportunities to create more efficient and effective service delivery. Project is expected to facilitate efficiency, collaboration, or shared administrative services. Government Innovation Fund proposal indicates a potential \$300,000 per year savings through shared administrative services. Superintendent meets every month to participate in discussions that impact rural students.	Education Specialist, ED.S. University of Toledo	10	
Eric	Soltis	Chief Financial	Responsibilities include: 1.	Mr. Soltis is a licensed school	Mr. Soltis has successfully implemented Race to the Top	Masters in Business	10	

		Officer	Maintain accurate financial records of all expenditures 2. Review all contracts 3. Assist with audits 4. Review all MOU's 5. Communicate with all stakeholders 6. Complete annual evaluation of grant deliverables	treasurer.	(RttT) initiatives that effectively promote student achievement in all grades. Pike-Delta-York Local Schools is positioned to effectively and efficiently manage this project. Pike-Delta-York Local Schools Chief Financial Officer has a master of Business Administration and successfully manages school-based financial operations. CFO has met with all stakeholders in preparation for the Straight A Fund grant application. A detailed explanation has been given regarding programming, expected results of grant, and reporting based upon grant assurances.	Administration		
Cara	Leininger	Fulton County Workforce Development Coordinator	Ensure excellent working relationship with clients, businesses, and partner agencies Ensure diversity of employment Provide computer skills necessary to maintain databases and publications	Cara Leininger has been the Youth Employment and Training advisor for Fulton County since 2010. Over the years, she has helped 162 youth ages 16 -21 to transition into successful, self-supporting adults. Cara works closely with the Fulton County One Stop, Job and Family Services, Probation Department, Juvenile Courts, Pike-Delta York Local Schools, Wauseon Exempted village Schools, Swanton Local Schools, Pettisville Local Schools, Fayette Local Schools, Archbold Area Schools and the extension office, Custom Training Solutions, Owens Community College and Fulton County area employers. Cara excels at creating leadership connections that embrace positive change for students success.	Ms. Leininger has vast experience in working with multiple partners in assuring successful completion of stated goals. She brings necessary relational expertise to connect all stakeholders. She has extensive experience connecting Fulton County One Stop, Job and Family Services, Probation Department, Juvenile Courts, area school systems, extension office, Custom Training Solutions, Owens Community College and Fulton County area employers with county employment initiatives.	Associate of Arts	10	

