### Budget

U.S.A.S. Fund #: 466  
Plus/Minus Sheet (opens new window)

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**Adjusted Allocation**  
0.00

**Remaining**  
-650,000.00
A. Project Title:
Portage Lakes Career Center and The University of Akron's Emergency Services Hub.

2. Project Summary: Please limit your responses to no more than three sentences.
Portage Lakes Career Center is proposing the development and implementation of an Emergency Services Hub with The University of Akron. 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.

The development and implementation of the Emergency Services Hub will allow for PLCC to extend CTE programming to students in grades 7 through 10 to serve as feeder programs in the four partnering school districts. The development of this Hub will also allow for 100% of the students in the CTPD (PreK through 12) to be impacted through the offering of training, professional development, and hands-on experiences that will be provided. Additionally, there is a tremendous opportunity to provide coursework, training and hands-on experiences for students in surrounding CTPD’s through the services that will be developed.

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

First and last name of contact for lead applicant
Benjamin Moore, Superintendent

Organizational name of lead applicant
Portage Lakes Career Center

Address of lead applicant
4401 Shriver Road Uniontown, OH 44685

Phone Number of lead applicant
3308968290

Email Address of lead applicant
bmoore@plcc.edu

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

8) 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

In Northeast Ohio, there is currently a strong and growing need for qualified applicants in the Emergency Services fields - first line firefighters, EMT/Paramedics, emergency planners, computer forensic specialists, first line health care professionals and health care support positions. This same need is projected to stay steady over the next decade. With the implementation of the Emergency Services Hub, we look to prepare the most qualified and educated students for these positions.

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

The implementation of the Emergency Services Hub (ESH), in conjunction with The University of Akron’s (UA) College of Applied Science and Technology, will enable the creation of a "Burn Building" training facility. This would be the first of its kind in Summit County and would allow for hands-on, state of the art training opportunities for Portage Lakes Career Center (PLCC) students. The creation of the ESH will begin with the establishment of a project management team made up of representatives from PLCC, UA, the Training Center for Fire and Hazardous Materials and Green Fire Department. This team will oversee all of the projects, the purchasing of necessary capital outlay, and the on-going
evaluation of all programming. The "Burn Building" training center will begin with ground breaking in early spring 2016 with expected
completion by late summer 2016. This facility, a Drager Swede Survival Phase 5+ multistory building, will allow for state of the art training for
the students in an Emergency Services course. This opportunity allows for the students to be placed in real life situations that will assist in
preparing them for being first line emergency service workers. The interaction with PLCC staff, instructors from UA, Training Centers for Fire
and Hazardous Materials, and Green Fire Department will provide students with experiences that cannot be gained elsewhere in Summit
County and many surrounding counties. Also, given the proximity to large cities, rural areas, airports, and railroad facilities, the training
opportunities for students become endless. The ESH will also create a strong higher education presence within PLCC where students will
receive career training aligned with UA college credit, relevant certifications within their specific pathway, and offer complete associate degree
options onsite. This will provide PLCC students the opportunity to earn a significant amount of college credit towards an associate degree in
one of the Emergency Services pathways, with the primary goal of students obtaining that degree, onsite, by high school graduation. In the
spring of 2016, development will also begin on a Distance Learning (DL) Lab. This Lab will be created for multiple uses including the delivery
of college courses and will also bring the ability to connect to anywhere in the world to discuss Emergency Services. Given the proliferation
of disaster related world events, students would have the opportunity to see first-hand the response of first line Emergency Services workers.
The team will work together to develop a UA satellite office onsite at PLCC. This office will oversee the degree pathway offerings, orientation,
advising, and wraparound services for dually registered students. Through the building of the DL Lab, the purchase of 1 to 1 Chrome Books
and the development of the University office, students will be able to access College Credit Plus courses from UA, onsite at PLCC, through all
modalities - in person, online or through the DL Lab. The availability of all modalities expands the ability to offer a significant number of
courses throughout the day and evening creating even more access to a greater number of students. The ESH will prepare students to enter
into the workforce upon high school graduation therefore contributing to the community by filling much needed openings in the emergency
services fields. Students will also have completed, or be close to completion, their associate degrees and will be prepared to enter
seamlessly into a bachelor degree pathway in Emergency Management & Homeland Security or related field at UA. The development of the
ESH will assist our regional communities, employers, students and parents through a variety of important ways - keeping out students in the
region, filling needed workforce openings, providing first-line emergency services, quicker time to employment and degree and potential
savings of well over $50,000.00 to each student and family.

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.
      With the development of the Emergency Services Hub, Portage Lakes Career Center looks to provide the best quality, educational
      experiences for students throughout the Career Technical Planning District. All partners expect to see an increase in the number of
      students participating in an emergency services career pathway, an increase in the number of industry credentials/certificates offered and
      earned, a strengthening of existing articulation agreements, and an increase in the number of college credits earned while still in college.

   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.
      Utilizing appropriate resources and focusing on multiple career pathways within the emergency services field, the Hub will assist in
      focusing students within the pathway, providing students multiple opportunities to earn college credits, providing students multiple
      pathways upon high school graduation, and providing students the wraparound services needed to be successful and services
      established to maintain that 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.
      Portage Lakes Career Center has long partnered with The University of Akron and, in the last few years, has fortified that relationship
      through the strengthening of existing articulation agreements and the connection of faculty from both institutions to maximize pathways for
      students. Additionally, Portage Lakes Career Center initiated a Fire Science Career Technical program in conjunction with the Training
      Center for Fire and Hazardous Materials. This relationship has become the impetus for the development of the Emergency Services Hub.

   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).
      The team will review the specific indicators to track student enrollment, participation and completion: - Number of PLCC students
      participating in an emergency services pathway - Number of PLCC students taking emergency services related certification assessments -
      Number of PLCC students receiving emergency services related certifications - Number of PLCC students earning college credit through
certifications, articulation agreements and/or College Credit Plus - Number of PLCC students transitioning to work - Number of PLCC
students transitioning to college

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future
   comparison.
   The team will be data points will be reviewed and monitored to measure student achievement: - Initial year student enrollment in an
   emergency services pathway - Tracking of student enrollment in subsequent years - Retention rates from year one to year two for each
   pathway - Transition rates from high school to work - Retention rates from high school graduation to work in subsequent years - Transition
   rates from high school to college - Retention rates from high school graduation to college degree - Percentage of certificates earned by
   subject while in high school - Percentage of college credit earned while in high school

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?
    Through monthly review meetings, the team will monitor impact data and recommend needed changes and additions in an effort to meet
outcomes.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.
   Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from 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.

It is the desire of the Emergency Services Hub team to increase retention, transition, and placement rates through having students focused on their specific career pathway through more hands on activities, joint experiences with professionals, opportunities to have real world experiences and solve real world problems.

ii. What assumptions must be true for this outcome to be realized?
   Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

The assumption is that providing the resources and services that the Hub will offer, students will see a change in the educational climate with more time focused on real world experiences. This will enable the student to see, first-hand, how their chose career technical field is preparing them for work and college.

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 the fall of 2015, the Fire Service program at Portage Lakes Career Center partnered with the Training Center for Fire and Hazardous Materials and began to provide additional opportunities for students to learn about the Fire Service field first hand through trainings, meetings with career Firefighters and EMT’s, and through practical activities. These small changes have brought about a stronger sense of pride amongst the students.

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.

73.6% of funds are spent on classroom instruction. It is the desire of the Emergency Services Hub team to share services through utilizing joint equipment, office space, classroom space, professional development, and staffing. The ability to provide shared services allows for greater efficiency in the delivery of services and in equipment usage resulting in continued investment of funds on classroom instruction.

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.

The team will review the specific indicators to track student enrollment, participation and completion: - Number of PLCC students participating in an emergency services pathway - Number of PLCC students taking emergency services related certification assessments - Number of PLCC students receiving emergency services related certifications - Number of PLCC students earning college credit through certifications, articulation agreements and/or College Credit Plus - Number of PLCC students transitioning to work - Number of PLCC students transitioning to college

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

Data Points - The team will be data points will be reviewed and monitored to measure student achievement: - Initial year student enrollment in an emergency services pathway - Tracking of student enrollment in subsequent years - Retention rates from year one to year two for each pathway - Transition rates from high school to work - Retention rates from high school graduation to work in subsequent years
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)
Please explain how these cost savings will be derived from the program.

The costs outlined in this narrative section should be consistent and verified by the financial documentation. 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.

650,000.00 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 project expenses in the budget narrative exceed the total project costs in the budget grid.

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.

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.

Capital Outlay = $0 (FY18-FY22) Portage Lakes Career Center seeks to fund the acquisition of capital items (totaling $500,000) through the Straight A Grant. These items will require ongoing maintenance and updates; however, the current version of the district forecast already provides for the initial costs of acquiring these items, as well as the ongoing maintenance, renovations and updates which will be necessary into the future. Therefore, this grant money will relieve considerable upfront acquisition costs from the district's current budget/forecast, but will not create any additional sustainability costs. Purchased Services = $38,334 (FY18-FY22) Portage Lakes Career Center seeks to fund related services (totaling $150,000) through the Straight A Grant. $35,000 of this relates to one-time, non-recurring startup costs for marketing and professional development. These areas do not represent ongoing sustainability costs, as the marketing department will not realize additional burdens beyond the startup period, and staff professional development will be the responsibility of the University of Akron following the startup period. The remaining $115,000 in contracted services will be reduced by 33% each year, following the grant year, until it reaches $0 in FY19. The University of Akron has agreed to phase-out the cost of this contract, in acknowledgement of the opportunity to access additional students through this partnership. As a result, the service costs are $115,000 in FY16, $76,667 in FY17, $38,334 in FY18, and $0 in FY19 and beyond.

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

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.
Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

We will realize savings directly from project activities. The cost of the current purchased services contract between PLCC and the University of Akron is budgeted at $40,000 annually (throughout the forecast period). If the grant is successful, this contract will expire. The purchased services contract discussed in C15 will then execute between PLCC and the University of Akron. While the new contract creates a temporary sustainability cost ($38,334 in FY18), it is replacing the old contract (of $40,000 annually), at a net savings to PLCC. These savings become greater in FY19 and beyond, as the sustainability costs of the new contract become $0.

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

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

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

19. Please explain the source of these reallocated funds. Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

N/A - Savings are derived directly from project activities (see FIT Table).

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 December 2015 through January 2016

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

- Formal establishment of team - Strategic planning - Establishment of formal calendar

22. Implementation(grant funded start-up activities)

a. Date Range February 2016 through August 2016

b. Scope of activities - include all specific completion benchmarks

February 2016 - Groundbreaking and build out of the "Burn Building" training facility February 2016 - Groundbreaking and build out of the Distance Learning Lab February 2016 - Ordering of Chromebooks February / March 2016 - Development of University of Akron course offerings for 16/17 February / March 2016 - Development and implementation of a joint marketing plan February - May 2016 - Recruitment of College Credit Plus students March 2016 - Establishment of University of Akron satellite office - staffing/resources May 2016 - Begin orientation and advisement of College Credit Plus students August 2016 - Begin full complement of UA classes onsite at Portage Lakes Career Center

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

a. Date Range July 2016 - Institutionalization

b. Scope of activities - include all specific completion benchmarks

July 2016 - University of Akron will begin to reduce expenses at the rate of 33% each year until cost to Portage Lakes Career Center is $0.00 in FY19.

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:

It is the desire of the Emergency Services Hub team to share services through utilizing joint equipment, office space, classroom space, professional development, and staffing. The ability to provide shared services allows for greater efficiency in the delivery of services and in equipment usage resulting in a massive cost savings for all partners. Additionally, these shared services provides students with the ability to interact with professionals from all aspects of the emergency services fields.

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:

Benjamin Moore, Superintendent at Portage Lakes Career Center, will serve as the lead evaluator and will work with the team to implement the initial on-going evaluations and also to develop a long term evaluation rubric to assist with sustainability efforts. bmoore@plcc.edu 330-896-8290

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project’s progress, success or shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

The initial evaluation plan will consist of an on-going, monthly review of the implementation activities (are we on schedule, are we within budget, is the marketing plan developed and implemented). The team will develop the long term evaluative measures to assure sustainability. The team will use impact data to provide a mechanism for programmatic management. We will be able to monitor the number of students utilizing the facilities, earning certifications, earning college credits, earning associate degrees, entering the workforce in a related field, entering a baccalaureate program. The team will use that data to determine tweaks in programming to assist in continually achieving better statistics.

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 scaled up, expanded and replicated. The project can be scaled up to include additional students within and outside of the Portage Lakes Career Center CTPD who are interested in the Emergency Services pathways. Students in neighboring districts, without similar opportunities, would be welcome to participate in these Emergency Services pathway opportunities. The project can be expanded at Portage Lakes Career Center to include additional career fields that are in strong demand within Northeast Ohio including Manufacturing and Construction Trades. Given the ability and the approval, the team is ready to move into these additional career field within year one. After the implementation of the Manufacturing and Construction Trades, additional career fields would be investigated and initiated in year two. The Emergency Services Hub project can be replicated in any school district across the nation and world. This project has the potential to service all factors of any community in a variety of ways including - providing first line emergency service workers, providing a training hub for community members, businesses and industry, providing an opportunity to produce qualified and educated students who are ready to enter the workforce.

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, 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.
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>Kelly</td>
<td>Herold</td>
<td>330-972-8832</td>
<td><a href="mailto:kherold@uakron.edu">kherold@uakron.edu</a></td>
<td>University Of Akron</td>
<td>062869</td>
<td>Zook Hall 210, Akron, OH, 44325-4201</td>
<td></td>
</tr>
<tr>
<td>Robert</td>
<td>Pursley</td>
<td>330-972-6240</td>
<td><a href="mailto:rlp17@uakron.edu">rlp17@uakron.edu</a></td>
<td>Training Center for Fire and Hazardous Materials - University of Akron</td>
<td></td>
<td>302 East Buchtel Avenue, , Akron, Ohio, 44325-6501</td>
<td></td>
</tr>
<tr>
<td>Jeff</td>
<td>Funai</td>
<td>330-869-6610</td>
<td><a href="mailto:jfunai@cityofgreen.org">jfunai@cityofgreen.org</a></td>
<td>Green Fire Department</td>
<td></td>
<td>4200 Massillon Road, , North Canton, Ohio, 44720</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
<td>Education</td>
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<tr>
<td>Robert</td>
<td>Pursley</td>
<td>Director - Training Center for Fire &amp; Hazardous Materials</td>
<td>Training Oversight</td>
<td>Fire Training Director Captain, Barberton Fire Dept. Executive Fire Officer</td>
<td>Oversees all Fire and EMT training affiliated with the Training Center for Fire &amp; Hazardous Materials Interacts with all Fire Chiefs in Summit County</td>
<td>MPA, Public Administration BS, Fire &amp; Safety Engineering Tech AAS, Fire Science</td>
<td>25</td>
</tr>
<tr>
<td>Christopher</td>
<td>Wright</td>
<td>Treasurer</td>
<td>Fiscal Oversight</td>
<td>ODE Licensed Treasurer ODE Licensed Business Manager</td>
<td>Current School Treasurer Fiscal oversees on current RAMTEC Straight A Grant</td>
<td>BA Accounting</td>
<td>15</td>
</tr>
<tr>
<td>Benjamin</td>
<td>Moore</td>
<td>Superintendent</td>
<td>Team Leader Chief Evaluator</td>
<td>14 years of public education experience as a teacher, Director of Technology, Associate Principal, Director of Curriculum and Post-Secondary Education, and Superintendent</td>
<td>14 years of public education experience as a teacher, Director of Technology, Associate Principal, Director of Curriculum and Post-Secondary Education, and Superintendent</td>
<td>BS Business Administration MS Career Technical Education EdD Educational Leadership (ABD)</td>
<td>15</td>
</tr>
<tr>
<td>Elizabeth</td>
<td>Kennedy</td>
<td>Associate Dean</td>
<td>Oversite of associate and bachelor degree offerings</td>
<td>Associate Dean, CAST Oversite of academic programs for CAST</td>
<td>Oversees all academic programming within CAST Serves as liaison with all departments and faculty within CAST</td>
<td>PhD, Applied Cognitive Aging/Psychology MA, Psychology BA, Psychology</td>
<td>20</td>
</tr>
<tr>
<td>Kelly</td>
<td>Herold</td>
<td>Assistant Dean</td>
<td>Oversite of satellite office, services, pathways, articulation agreements, CCP</td>
<td>Assistant Dean, CAST Outreach and Strategic Initiatives</td>
<td>Oversees credit by certification, articulation agreements, CCP within the Career Tech system at UA</td>
<td>MA, Ed - Secondary Educ. BA, Ed - Secondary Educ</td>
<td>30</td>
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</tbody>
</table>