

Budget

Sidney City (044784) - Shelby County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (8)

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

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	598,100.00	0.00	598,100.00
Support Services		19,500.00	3,012.75	0.00	0.00	0.00	0.00	22,512.75
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		19,500.00	3,012.75	0.00	0.00	598,100.00	0.00	620,612.75
							Adjusted Allocation	0.00
							Remaining	-620,612.75

Application

Sidney City (044784) - Shelby County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (8)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Mobilizing Career Readiness: Where Sidney City Dreamers become 21st Century Achievers

2. Project Summary: Please limit your responses to no more than three sentences.
K-6 students will increase career readiness with mobile Airstream labs, technology, guest speakers, lessons, and virtual backpacks.
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	0 3
0 4	0 5	0 6	0 7	0 8
0 9	0 10	0 11	0 12	

Year 1				
0 Pre-K Special Education	300 K	300 1	317 2	314 3
324 4	337 5	306 6	297 7	339 8
0 9	0 10	0 11	0 12	

Year 2				
0 Pre-K Special Education	300 K	315 1	305 2	317 3
314 4	324 5	337 6	306 7	297 8
339 9	0 10	0 11	0 12	

Year 3				
0 Pre-K Special Education	300 K	300 1	315 2	320 3
317 4	314 5	324 6	337 7	306 8
297 9	339 10	0 11	0 12	

Year 4				
0 Pre-K Special Education	300 K	300 1	300 2	320 3
324 4	317 5	314 6	324 7	337 8
306 9	297 10	339 11	0 12	

Year 5				
0 Pre-K Special Education	300 K	300 1	300 2	300 3
325 4	324 5	317 6	314 7	324 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.

The impact the scope of this project could have is exponential, as it has the potential to go beyond Sidney City Schools and beyond high school. Upon replication, this career readiness initiative can influence any district seeking to ready students for the 21st century and beyond by using existing school personnel to implement career lessons that are supplemented by real-world experiences with local businesses and universal technology-enhanced programs. The scope of this project also impacts communities as it has the potential for students to learn about various careers, make business connections over the course of their education, and become employed by local businesses to become productive working citizens. As children mature to become young adults and graduating adults, they will have acquired life skills and internalized specific 21st century capabilities that can be drawn upon in any life situation.

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

First and last name of contact for lead applicant
Brooke Gessler

Organizational name of lead applicant
Sidney City Schools

Address of lead applicant
750 S. Fourth Avenue, Sidney, OH 45365

Phone Number of lead applicant
937-494-2079

Email Address of lead applicant
brooke.gessler@sidneycityschools.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

Shelby County businesses are unable to find and keep employees because of employees' poor attendance, failure to pass drug tests, and lack of soft skills in the work place. Sidney City Schools lacks a progressive path to career readiness to bridge the career readiness gap between K-6 and 7-12 grades. Together, Workforce Partnership of Shelby County (WFP) and Sidney City Schools (SCS), are ready to focus resources and time for the sake of creating a comprehensive K-12 workforce-ready program. And, this will be done with the implementation of the K-6 career readiness initiative outlined in this grant.

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

Developing a K-6 career readiness curriculum for future implementation, Sidney City Schools (SCS) and Workforce Partnership (WFP) will create meaningful lessons for school counselors in each of our six school buildings to be delivered weekly to our K-6 students. These weekly

lessons that will take place in both the classroom and a in WFP mobile lab that will ready our students with the 21st century skills needed for the world of work and prepare them for employment opportunities made available in Shelby County upon graduation. In expanding our workforce program into grades K-6 using carefully structured, scaffolded lessons and delivered by each school's counselor, we will enhance our students' learning while at the same time shaping the school counselor role to make it more integral in the career readiness development of our students. In this integral role, school counselors will have a set and consistent schedule they follow that will allow them to meet with the various grade levels in their buildings a minimum of once every week for 40 minutes. During this time, the counselors will foster career exploration, guide students in goal setting, and plan with students how they make progress toward attaining their goals and what to do when these goals change, all the while keeping the focus on career opportunities that exist right here in Shelby County. Students' learning and goals will be kept in a Google doc that will serve as a virtual backpack for students to "carry" throughout the year and into the next grade and into the next school. The virtual backpack will also provide parents, teachers, counselors, peers, and business partners shared access to students' career readiness. Grades K-1 will prepare for their future creation of a virtual backpack and begin their digital awareness using chromebooks to explore careers using interactive web-based programs that are grade-appropriate from ThinkTV's Career Connections and Ohio Means Jobs elementary resources. Building students' familiarity with technology, our educators will support students' continued use with chromebooks in Grades 2-6 as they create and add to their virtual backpack, begin to set goals, and track their progress. Students will be able to connect the importance of goal setting to career readiness and academics. Web-based resources like ThinkTV, Edheads, and Ohio Means Jobs will supplement students' learning along with guest visits from local business people, physical and virtual trips to local businesses. Accessing a cart of chromebooks for every grade level in every building, counselors will be able to incorporate technology more easily into their varied lessons and teachers will be able to support and enhance students' digital learning beyond the scheduled career readiness period. But, the brick and mortar classroom is not the only setting where students' career readiness will be initiated. There will be three 30" Airstream mobile labs that will be scheduled among six buildings. Each trailer will be equipped with chromebooks for 1:1 technology, flat screen TVs, and convertible seating that can create space for a facilitated lesson by a counselor or guest speaker and serve as a setting for students to virtually meet and tour local business. Every K-6 student will have the opportunity to learn inside a mobile workforce lab. Implementing a developed curriculum that incorporates goal setting, career readiness expectations, and career pathways and supports at every grade level, our counselors and educators, in cooperation with local businesses, will reinforce the importance of academics and importance of collaboration to make students' future aspirations a reality as students continue their journey and travel with their virtual backpacks into the established workforce courses in grades 7-12.

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.

Decrease gap closing among district subgroups each subsequent year compared to the previous year; decrease K-6 discipline referrals each subsequent year compared to the previous year; increase K-6 student achievement on Ohio's Assessments when compared to the previous year; 100% of K-6 students will learn to set, monitor, adjust, and meet goals related to their learning; student engagement in the classroom will increase 100% compared to the previous year; 100% of students will recognize and be able to explain the correlation between career readiness skills and academic success.

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.

Identification and use of student interests as the framework for student learning, including connections to academics, will increase student engagement. Increased utilization of student interests and connections to these interests inside and outside the classroom will establish relevance of academic achievement for students, which will encourage and motivate them to engage in their classroom assignments and their learning. Student engagement and motivation will keep students in the classroom because they are focused on the learning taking place and the ownership they have in their learning.

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

According to John Hattie and his meta-analyses, the "challenge of goals and students' disposition to learn" (student motivation) have respective effect sizes of .52 and .61, which translated to their high level of positive influence on and increase in students' learning (Hattie, 2010). The implementation of the K-6 career-ready curriculum focuses heavily on these two instructional practices as well as student ownership in their learning. In our K-6 curriculum design, students facilitate their learning and are supported in making connections to their learning. Counselors, business leaders, and educators lend support to this process. The importance of student motivation and engagement is also evident in 2006 action research conducted by Laura Parn. In her action research Parn cites a "predictive relationship between attentiveness in the early grades and school performance in the later grades" (Finn & Pinnozzo, 2004). In the context of Parn's action research, she continues to note additional 2004 research from Lehr, Sinclair, & Christenson that makes evident how crucial student engagement is at an elementary level and its impact on student attendance and future success in school. Disengagement that leads to discipline and time out of class as well as school has direct implications on students' future success. Awareness of disengagement is not only important for an educator to recognize, but is also important for the student to recognize. This self-awareness lends itself to a lifelong learning skill of self-monitoring, which can to academics and behavior. This encourages students to think about their thinking, and this form of metacognition leads to student achievement because [they] rely often on being able to think effectively and independently in order to take charge of their learning... [and seek ways to master] fundamental but crucial skills such as keeping their workspace organized, completing tasks on schedule, making a plan for learning, monitoring their learning path, and recognizing when it might be useful to change course" (Wilson, 2014). This metacognitive independence is a skill and capability that is important in every aspect of life, especially the life each student will build for himself in a 21st century society. Supporting our students' acquisition of 21st century skills like digital awareness, collaboration, problem-solving, and perseverance, with knowing their personal interests and how these connect to their career exploration as the vehicle, we will increase their motivation and engage them to learn in various academic settings. Students who can "navigate the complex life and work environments in [a] globally competitive information age... exhibit a range of functional and critical thinking skills...[adapt to and function within] a media-driven environment, marked by access to an abundance of information..." will have

demonstrated with mastery of 21st Century skills (Framework for 21st Century Learning, 2011). Building students' navigational capabilities requires Sidney City Schools to increase student and educator access to technology at earlier ages and lower grades, which is why the technology included in this grant is important. The increased collaboration within our school system between our school counselors and classroom teachers, as well as increased collaboration between our school system and local businesses. This demonstration of collaboration will strengthen our professional community and will establish a new norm we follow because "in high performing and improving schools, studies show collaboration in the norm" (Garmston & Wellman, 2013). Universally designing, implementing, and making accessible a career readiness curriculum for all our students, across all grades with equal attention may secure students' future success such success is marked by "a well-designed curriculum [and] learning in the upper grades [building] on prior learning in the lower grades" (Dougherty, 2013).

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).

Counselors will implement career readiness lessons that teach and reinforce 21st century skills; Students, counselors, and teachers will evaluate students' connections between careers and academics using formative assessments; Students will track their career exploration and career connections to their learning using various graphs and graphic organizers; Students will set up and be responsible for their virtual backpacks beginning in grade 2; Students will be able to explain their performance results and the content of their backpacks to their peers and other adults; Areas businesses will provide guest speakers and virtual learning opportunities for students; Administrators will track classroom discipline using Public School Works electronic system, annotating key observations in the 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.

Because we do not have 2014-15 district report card data, the baseline data presented herein reflect the 2013-14 school year. Using weekly and quarterly student performance data in grades K-6 based on midterms, grade cards, students' progress monitoring of career goals and connections, we will be able to have a pulse on student achievement. We will be looking to move percentages in the various achievement levels up so that we increase the percentages of students scoring in Advanced Plus, Advanced, Accelerated, and Proficient levels by 3% each year for the top 3 levels and 6% each year for Proficient level: Advanced Plus 0.1% increased to 3.1%; Advanced 16.8% increased to 19.8%; Accelerated 23.6% increased to 26.3%; Proficient 34.7% increased to 40.7% annually until the 24.8% of students falling below Proficient are moved up. We will disaggregate our data by district subgroups in order to closely evaluate student performance. This will give insight into Gap Closing. 2013-14 data showed widening student performance gaps between white students and the rest of the subgroups: Economically Disadvantaged, African American, Multiracial, and Students with Disabilities ranging from 7.6% to 35.4%. We will use annual Gap Closing as a measurement of our grant's success and seek to close the gap between these various subgroups by 7% in year one of implementation and 10% in each subsequent year of the grant. We will also seek to reduce the number of discipline referrals by grade level 10% every 3 months, beginning with the first year of implementation.

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

Should the assumptions prove false or outcomes be unrealized, we will be prepared to respond. We will look for quarterly trends in our student data to determine where there are back-slides, plateaus, and gains in student performance and discipline referrals. In looking for data trends, we will better be able to diagnose the potential cause: curriculum covered that quarter, instructional delivery, need for additional professional development and support, or possibly technology. We will use the Ohio Improvement Process framework for collaboration to determine in teacher based teams and building leadership teams if there is a trend in data. Through data collection and collaboration, we will be able to continue to adjust the course of action taken with the implementation of the curriculum, use of technology, collaboration among all adults.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

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

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

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

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

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

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

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

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

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

i. List the desired outcomes.

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

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

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

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

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

Note: this is the preferred indicator for this goal.

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

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

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

d. Implementing a shared services delivery model

i. List the desired outcomes.

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

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

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

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

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

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

Example: consolidation of transportation services between two districts.

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

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

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

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

a. New - Never before implemented

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

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

d. Mixed Concept - Incorporates new and existing elements

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

C) BUDGET AND SUSTAINABILITY

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

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

[Enter Budget](#)

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

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

[Upload Documents](#)

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

620,612.75 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.

\$620,612.75 is the total cost for this project. \$270, 000: 3 30" Airstream trailers (\$90,000/each) inclusive of outfitting each trailer with technology. The cost of the trailer also includes a maintenance plan. Each trailer will be transported using an existing Sidney City School District truck, so there will be no need for an additional truck purchase. There will be one trailer shared between two schools so that all six schools where K-6 students are enrolled will be able set a more frequent schedule for the mobile classroom to be used. These mobile classrooms will allow for students to view videos of local businesses relative to the career-ready content they are learning. Students will also be able to skype guest speakers representing the local businesses as well as take virtual field trips. \$328,100: 1,020 chromebooks (\$265/chromebook); 34 chromebook carts (\$1700/cart). Each chromebook cart will house 30 devices. There will be one cart of chromebooks shared between grade-level teachers in each building so that kindergarten teachers share one cart, first grade teachers share one cart, and so on. The exception to this is where we have more than 2 teachers in a grade level in a building. In this case, there will be one more cart added to the grade level to increase student use. Students will increase their digital awareness beginning in kindergarten and continue to become familiar with this platform, which will help when they use Google to create and manage their virtual career backpack. Students will encounter these same devices as they move into grades 7-12, so their skills and knowledge of how to use chromebooks and Google-based programs will be at more of a mastery level advancing into secondary grades. Expansion of and access to the technology in this initiative levels the playing field for all students to learn because socioeconomic status will not inhibit our students' access. This is key in our district because we have over 50% of our student enrollment on free and reduced lunch. Personnel expenses will be supplemental contracts that total \$22,512.75, and they include the following: A Grant Reports Manager will receive a \$9500 stipend to develop a program for collecting, organizing, and formatting the data for analysis that is taken from K-6 career readiness formative assessments, Public School Works discipline data, and qualitative data that is collected over the course of this project's implementation that may include Workforce Partnership feedback, parent feedback, student feedback, and educator feedback. This data program will be able to publish and share the findings with various groups: business leaders, school board members, district staff, parents, and students. A Career Curriculum Coordinator will receive a \$10,000 stipend to gather resources (Edheads, ThinkTV, Ohio Means Jobs) and organize and facilitate school K-6 school counselors in the development and implementation of a K-6 career readiness curriculum. This position will combine Workforce Partnership content contributions with appropriate 21st Century grade-level skills in order to enhance the curriculum. The coordinator will also work toward vertical alignment between the 6th grade curriculum and existing 7th grade Workforce Academy curriculum for a more seamless transition. Additionally, this position will work with the building administrators to schedule the mobile labs at their buildings. There will be an anticipated cost of \$3,012.75 to cover the retirement/fringe benefits for each of these positions at 15.45%.

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

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 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.

Because the scope of this grant builds on the primary goal of student achievement and creating a comprehensive K-12 career-ready program, it was conceived to enhance and advance our students' learning in a way that would be realistic and relative to our current academic state as a district. We know the initiatives outlined in this grant are sustainable both financially and personnel-wise. The maintenance plans and warranties for the technology and the Airstream trailers are included in the initial purchase service agreements. There are no sustainability costs associated with this grant's initiatives, as made evident in our Financial Impact Table (FIT). Our FIT shows we have a current budget that is

more than enough to accommodate any replacement or repair of technology devices, which based on historic data of technology replacement/repair, is not anticipated to exceed more than six devices/year. There are no additional costs for purchase services because after June 30, 2017, the two positions created for the purpose of the grant will no longer be needed. There was never any cost associated with professional development because the plan for delivering and receiving professional development falls within current district practices: planned professional development days occur within educators' contract days and negotiated work year.

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.

Given the focus on student achievement and creating a K-12 comprehensive career readiness program, there are no facets of this project that currently lend themselves to an anticipated cost-savings over the course of the grant that can be made evident in the financial impact table.

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.

There are no verifiable savings elsewhere in the budget as a result of any cost reductions. Because of this, there is no reallocation of funds.

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 2/1/16-5/20/16

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

Upon notice we are receiving the grant, the following positions outlined in the grant will be taken to the board of education for approval and posted after their approval: Grant Reports Manager; Career Curriculum Coordinator. A district team comprised of the superintendent, select administrators, and teachers will be formed and will hold interviews and make selections for the positions during 3/16. These individuals will be recommended for hire at the first 4/16 board meeting. Also during February and March, media releases will be shared with the board, district staff, and community that give an overview of the grant and the implications it will have on our school system and on our students' futures. 4/16: Sharon Maurice, Brooke Gessler, John Scheu, Mike Watkins, Eric Finke, and representatives from Airstream will meet to draw up a contract for the purchase and outfitting of the 3 mobile trailers that are an integral part of the grant. 4/16: Brooke Gessler will meet with all 6 building principals regarding the change in scheduling that will need to take place in order for K-6 students to have weekly lessons with the school counselors in the classroom and in the mobile labs during the 2017-18 school year. This will allow plenty of time to work out any changes in the building schedules prior to the career curriculum being implemented. 4/16: Brooke Gessler, Sharon Maurice, school counselors, and Career Curriculum Coordinator will meet to review the outcomes for the grant, plan a timeline for curriculum development, and set up meeting times to work on curriculum development for the 2016-17 school year. 5/16: Brooke Gessler and Eric Finke will meet to create the order for the chromebooks and carts so that when funds are released, the order can be placed. They will also plan more frequent and ongoing PD opportunities for educators to learn Google using chromebooks, which will assist in creating and maintaining the virtual backpacks.

22. Implementation(grant funded start-up activities)

a. Date Range 6/1/16-6/30/17

b. Scope of activities - include all specific completion benchmarks

July 2016: Place the order for the technology and 3 Airstream trailers; Brooke Gessler, Sharon Maurice, Career Curriculum Coordinator, and Grant Reports Manager meet to establish meeting dates to be held during the course of the year for reports, communication, data collection, curriculum development, and indicate key benchmark dates for 2017-18 once the curriculum is developed and implemented and the Airstream trailers are delivered to the district and being used. August 2016-May 2017: Grant Reports Manager will develop and run trials for the program created to gather, organize, analyze, and run reports for the various data collected throughout the course of this K-6 implementation and long term for the K-12 Career Readiness Program created as a result of this grant. This program will need to be able to establish what the data input looks like for student academic data, student discipline data, data from students' virtual backpacks, and local employment data. Career Curriculum Coordinator, Sharon Maurice, Brooke Gessler, and school counselors will begin work to develop and complete the K-6 Career Curriculum that will be used for the 2017-18 school year. During this time formative assessments will be developed and included in the curriculum. 100% of K-6 educators will take advantage of the Google professional development and work more with the chromebooks to plan for and incorporate technology in the classroom, especially for 2017-18 school year. April-June 2017: K-6 administrators will share the 2017-18 schedule they planned to allow for the weekly career lessons and Airstream trailer usage with staff. Grant Reports Manager will share the data program and work with Brooke Gessler and her instructional support team to learn the program for its 2017-18 use. The Career Curriculum Coordinator will hold a final meeting with Brooke Gessler and Sharon Maurice to share the finished K-6 curriculum and how it aligns with the 7-12 Workforce Academy curriculum.

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

a. Date Range 7/1/17 & Beyond

b. Scope of activities - include all specific completion benchmarks

July 2017: Unveiling of the 3 Airstream mobile labs to the community. Media release for the implementation of the new K-6 career curriculum and the outlook for the K-12 Career Readiness Program. August 2017: Communication with district staff on opening day of school year about the implementation of K-6 career curriculum, schedule school counselors will follow, allowing them to work with K-6 students in their buildings, and the data that will be collected. Data program goes live and use student performance data gathered from teacher based teams, building leadership teams, and the district leadership team to monitor the anticipated grant outcomes. September 2017-May 2018: 100% of 2nd-6th graders will create and maintain their virtual backpacks, sharing them along the way with educators, parents, administrators, board members, and Workforce Partnership leaders. Quarterly data reports will be run that will share both aggregate and disaggregate data for student academic performance and student discipline reports, as well as qualitative feedback from educators, parents, administrators, and Workforce Partners about the program and student engagement. May 2018-Beyond: 100% of educators and parents will have access to students' virtual backpacks to learn more about their incoming students for the 2018 school year. The data program, K-6 schedule, and K-6 curriculum & assessments will be evaluated for needed adjustments. A summation of Year 1 of implementation will be generated and shared with the staff, board members, and community. Sidney City Schools (SCS) and Workforce Partnership will continue collaboration to create a longitudinal study of SCS graduates and post-secondary successes to determine where the K-12 program needs to improve and continue to find ways for 100% student placement in either college or the workforce upon graduation. Quarterly progress reports will be created prior to, during, and after the grant's implementation.

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:

Through the successful development and implementation of a K-6 career curriculum that will bridge the gap to our existing secondary Workforce Academy career path, Sidney City Schools seeks to attain the following outcomes: Students who learn the importance of goal-setting in order to assume more ownership and responsibility for their learning and futures; Students who learn to self-monitor and understand the power found from intrinsic motivation; Students who are prepared for a global society rich with technology and collaborative environments; Students who have the knowledge and education to break generational and situational poverty cycles through gainful employment or college education made available before and after graduation; Students who become invested members of the community and understand their civic responsibilities; Students who demonstrate academic mastery and prowess on district, statewide, and college readiness assessments; Educators who incorporate career-related education and skills into their classroom lessons; Educators who have a better overall understanding of students' goals and future aspirations in order to promote positive decision making and lend more support to students to keep them advancing their progress; A district and Workforce Partnership relationship that becomes symbiotic in nature in order to shift a community with drug and employability problems to one that creates a strong, reliable workforce showing longevity in employment. The changes in curriculum and utilization of school counselors, along with local business leader, resulting from this grant will have a profound impact on our school system and our community. In realizing these various outcomes, we are able to bring real-world application of learning across content areas into the classroom. What is perhaps one of the most compelling reasons to award Sidney City Schools this grant is that these outcomes can continue to be realized long after grant funding has ended. The outcomes outlined in this grant are based on our greatest educational resources: people and technology. Though people in various positions will change, the district's systematic identity created from collectively shared beliefs and practices will not, so any new hires will learn the practices and internalize the beliefs inherent in our school system. Technology may wear out, though through current district planning practices, there are funds allotted to the replacement and repair of technology within the technology budget. Within traditional schools, there is no K-12 program that focuses on preparing students for their futures that await them right within the borders of their own communities, their own county. Sidney City Schools is

committed and prepared to create such a program. The lasting impact of this program does not stop at the school system's doors, but rather has the potential to extend into the community. Again through our relationship with Workforce Partners, we will be able to extend career learning opportunities to parents and members of our community. We will be able to host technology and career nights in our schools and invite the public into our buildings and mobile labs to receive free tutorials on internet safety and Ohio Means Jobs using chromebooks. These nights will emphasize the value of education we are providing our students, provide members of the community an opportunity to learn about employment opportunities in Shelby County, and create a stronger relational trust between our community and our school system. Our grant strives to make our school system the catalyst to building a stronger community.

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:

Brooke Gessler, Sidney City Schools Curriculum Director 750 S. Fourth Avenue, Sidney, OH 45365 #937-494-2079

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.

Brooke Gessler, Sidney City Schools Curriculum Director, will be responsible for the internal evaluation that will be informed by the Ohio Improvement Process (OIP) framework consisting of weekly meetings of teacher based teams and monthly building and district leadership teams. These teams' weekly and monthly and quarterly data focusing on students' academic performance and behavior, will be used to determine whether the K-6 career curriculum is positively affecting student engagement, internal motivation, and student academic performance, thus reducing the number of discipline issues in classrooms and school buildings. This OIP framework has also made the data analysis process a norm across all grade levels and buildings within our district. Using the developed data program resulting from grant funds, we will be to take the various data inputs (career formative assessments, discipline reports, student, educator, parent, and Workforce Partnership surveys) and run reports that will look at both qualitative and quantitative data able to be disaggregated by grade level, grade band, and building, which can be synthesized into numerous reports and shared quarterly with educators and Workforce Partners alike. This program will have the capacity to follow students throughout their education within our school system while accounting for a new class of students with each year's incoming kindergarten class. The aforementioned qualitative data will be taken from surveys generated, administered, and analyzed through an annually renewed Survey Monkey district license. Brooke Gessler will ask district administrators to produce quarterly discipline reports from Public School Works in order to draw comparisons across school years between and among grade levels, types of offense, time of day during which most offenses are committed, and frequency of offense. From a central office role, she will also be able to customize district discipline reports. Because Public School Works allows us to disaggregate discipline data by subgroups, we are able to compare this data to our student performance data to look for any trends. Additional data that will be used to determine if our grant outcomes will be met include data taken from students' virtual backpacks. These backpacks contain students' career goals and their own measurement of progress toward achieving these goals. Career-based formative assessments embedded in the curriculum will be given, and students will graph their results using various charts. These charts will be used to complete student self-evaluations. Students' self-reflections will be additional data collected and measured quarterly throughout each year of their participation in Sidney City career readiness program. The collaborative framework created by the implementation of and adherence to Ohio Improvement Process allows for consistent meetings for educators. We will use our yearly local report card data to determine success of our career readiness program as well, specifically looking at gap closing, student achievement, graduation rates, and college/career readiness reportable areas to compare our district progress to the previous year. A longitudinal evaluative measure of this program's impact on our students is their placement with the college or business of their choice upon graduation. This will measure our district's capability to prepare our students for the 21st century college and/or career expectations.

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 initiative, focusing on mobilizing our K-6 students' career readiness in order to bridge the gap to our current 7-12 Workforce Academy path, can be replicated in other districts. The partnership between Workforce Partnership of Shelby County and Sidney City Schools is committed to creating a K-12 career readiness program and has been three years in the making. Businesses joined the Partnership, established a board of business and school leaders, and hired a director to solicit collaboration and build a bridge between schools and businesses. Because gainful employment cannot be a business need specific only to Shelby County businesses, the Workforce Partnership of Shelby County can be a model for other counties as far as steps to take to become an organized entity. A great place to start such an organization is with the local chamber of commerce. In forming a partnership, businesses need to recognize the position of executive director as vital in creating a point of contact and collaboration with school systems. This was the next step in moving a career readiness program forward in Sidney City Schools. When the executive director met with Sidney City Schools Curriculum Director, a path was created for students to become aware of what it means to be career ready and aware of employment opportunities in Shelby County before, during, and after graduation. Once developed and implemented, the K-6 curriculum can be shared with other districts, as the programs and supplemental resources can be accessed by any district interested in readying its students for careers. Schools employing school counselors can look to utilize this staff in the best possible way by giving them the opportunity to interact daily with students and guide them in their career exploration

and goals. These positive interactions and connections with students assist counselors in building rapport with students and encourage them to seek out help and advice when needed. Counselors' understanding of students provides an added resource for teachers and parents and an opportunity for collaboration among educators, students, and parents to establish shared understandings of the importance of academics, positive behaviors, and support needed for student success. As far as data collection, schools can choose a different set of data and means of collection to support the outcomes they set. As districts choose to replicate a K-12 career ready program, they will need to look at personnel changes made through retirements and turnover in order to seek ways to add new secondary courses that support K-6 career readiness. The key to this replication is collaboration and commitment among school districts and business leaders. In sharing resources, these two entities can support one another to shift the current state of student success and employment in a community. When businesses come into classrooms and allow students the chance to tour their organizations, the learning is enhanced and imaginations sparked. If awarded this grant, Sidney City Schools and the Workforce Partnership of Shelby County will share reports of progress, results of surveys, identified barriers, and use our collaborative relationship to answer any questions other schools and businesses might have. We will be willing to present at state-sponsored conferences, business meetings, and host individual visits from interested schools and businesses in order to enable the replication of this project. The benefits extend beyond local levels with the potential to benefit communities around the state. It only takes a small spark to light a fire. It only takes one opportunity like we are asking to be given in this grant to create widespread change for students, educators, businesses, and communities. Productive students make productive employees. Productive employees strengthen businesses, communities, and local economies.

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).

Brooke Gessler, Sidney City Schools Curriculum Director

Sections 

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Sidney City (044784) - Shelby 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
Sharon	Maurice	937-498-9900	smaurice@workforcepartner.com	Workforce Partnership of Shelby County		101 S. Ohio Avenue, Floor 2, , Sidney, Ohio, 45365	

Implementation Team

Sidney City (044784) - Shelby 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
Sharon	Maurice	Executive Director, Workforce Partnership of Shelby County	Sharon Maurice will be responsible for helping to coordinate guest speakers, field trips, and career-learning opportunities between K-6 grades and local businesses. She will also help coordinate meetings between the business partners and schools in order to share the various stages of the grant. Sharon's coordination will also create opportunities for the Sidney City Schools to share progress of the grant using different modes of media for increased public relation. Sharon will also bring career-readiness insight from local business partners to help guide the K-6 career development in order to make a stronger K-6 curriculum.	Sharon Maurice has spent the last four years as the Executive Director of Workforce Partnership of Shelby County. She has regularly visited and coordinated different educational experiences with local schools and over 50 Shelby County businesses. Sharon's strong communication and organizational skills she has employed to make these experiences happen make evident her qualifications. Sharon has played an integral role in developing and implementing the Workforce Academy courses in grades 7-12 in addition to planning for the 21st century classrooms created where these courses are taught.	Sharon Maurice started a career in business as a Purchasing Agent, then a corporate recruiter prior to becoming one of the original owners of Choice One Engineering, an engineering company started right here in Shelby County in 1994. Upon building this company and deciding to sell her share of the business, Sharon pursued a career in education where she taught many years as a career tech. teacher at Ohio Hi-Point Career Center. Her experience in both the private and public sectors is what makes Sharon successful in her current position of Executive Director.	A.A Edison State Community College; BA Organizational Management Bluffton University; MA Workforce Development The Ohio State University	15	
Eric	Finke	Technology Director, Business Operations Manager Sidney City Schools	Eric Finke will be responsible for the purchase, set up, delivery, and maintenance of all the chromebooks and carts included in this grant that will be used in K-6 classrooms and in the three mobile labs. Eric will share in planning and implementing the professional development for educators to learn Google docs.	Eric Finke has spent the last 18 years in education. He has been an elementary teacher and an elementary principal prior to him stepping into his current role in central office.	Eric Finke has been responsible for overseeing the district's technology purchases and assisted in professional development for different web-based programs. Eric has a background in Computer Science, which has helped him in his current role.	BS Teaching Wright State University; MA Ed. Marygrove College	5	
Brooke	Gessler	Sidney City Schools Curriculum Director	Brooke Gessler will be responsible for setting and communicating organizational meetings, professional development, writing and orchestrating media releases for the stages of the grant, and overseeing the internal evaluation of the grant.	Brooke Gessler is in her 15 year of education with the last four years in administrative positions. She has organized and implemented K-12 professional development for staff, facilitated implementation of	Brooke Gessler has been responsible for rolling out major initiatives in education over the past 6 years including: Race to the Top grant; Ohio Teacher Evaluation System; Ohio Improvement Process. In planning for these	BA English, The Ohio State University; M. ED.. Wright State University; Ed.Spec. University of Dayton	25	

standards-based grading, served as internal facilitator for the Ohio Improvement Process, and was responsible for overseeing and implementing the final two years of the \$400,000 Race to the Top grant for Sidney City Schools. Additionally, she is responsible for all of the testing that occurs in grades K-12. Brooke was and continues to be involved in the Workforce Academy course development for grades 7-12.

initiatives, Brooke worked with administration, local education association officers, and numerous teachers in order to prepare district presentations, publications, and building presentations.