

Budget

Tri-County ESC (050526) - Wayne County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (40)

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	69,100.00	0.00	0.00	69,100.00
Support Services		150,000.00	40,053.00	368,340.00	52,923.00	0.00	0.00	611,316.00
Governance/Admin		0.00	0.00	23,250.00	0.00	0.00	0.00	23,250.00
Prof Development		0.00	0.00	79,600.00	0.00	0.00	0.00	79,600.00
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	15,000.00	0.00	0.00	0.00	15,000.00
Indirect Cost							0.00	0.00
<b>Total</b>		150,000.00	40,053.00	486,190.00	122,023.00	0.00	0.00	798,266.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-798,266.00

Application

Tri-County ESC (050526) - Wayne County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (40)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Tri-County Career Connections Collaborative (Tri-County CCC)

2. Project Summary: Please limit your responses to no more than three sentences.  
The Tri-County CCC will jumpstart the mandated Career Connections in 15 area school districts and sustain it through a shared services model  
*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
1572 9	1519 10	1501 11	1528 12	

Year 1				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	0 8
1542 9	1572 10	1519 11	1501 12	

Year 2				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	0 8
1524 9	1542 10	1572 11	1519 12	

Year 3				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	0 8
1433 9	1534 10	1542 11	1572 12	

Year 4				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	0 8
1486 9	1433 10	1534 11	1542 12	

Year 5				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	0 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.*

In it grant year approximately 300 staff members will also be impacted through trainings formal and informal in the use of Ohio Means Jobs Website, the work ethic curriculum and embedding lesson plans from the mandated Career Connections Program model curriculum in to their regular code curriculum. It is anticipated that by the School Year 2018-19 the districts will have expanded the "formal" Career Connections Program model to grades 6-8 which will impact an additional estimated 5000 students bringing the total students being served to 12000 and an additional 200 staff members teachers Should additional districts opt into the Tri-County Career Connections Collaborative these numbers could go higher.

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

First and last name of contact for lead applicant

Judith Kestner

Organizational name of lead applicant

Tri-County Educational Services Center

Address of lead applicant

741 Winkler Drive

Phone Number of lead applicant

330-345-6771 x265

Email Address of lead applicant

tesc\_kestner@tccsa.net

*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

Law requires that beginning with school year 2015-16 districts adopt a Career Advising Policy and initiate a Career Connections Framework for SY1016-17. ( Description of Career Connections Program attached to this application). Administrators from 15 Tri-County districts recognize that they lacked the fiscal and human resources to have this operable within this timeframe, and will collaborate to use the shared service of Career Connections Coordinator from the Tri-County ESC to assist these school districts ( 3 CSD, 1 EVSD, 9 LSD, 1 JVSD) in the tri-county area (Ashland, Wayne, and Holmes) with the implementation of their Career Connections Programs in response to ORC 3313.6020 resulting from HB 487 (9/17/2014) for SY 2016-17 for Grades 9-12 and expansion to Grades 6-8 within the next 5 years. Each member of the Career Connections Collaborative(CCC) has adopted the Career Advising Policy and is currently working on developing programming including curricula and services to accommodate the Student Success Plan and Career Planning for grades 9-12 which are required components of the Career Connections K-12 Framework a curriculum developed under ORC 3301.079 Section B (2) to use in meeting this mandate. Career Connections emphasizes three areas career pathways, career learning and career planning through relevant classroom

instruction, career related learning experiences, and opportunities to explore academic and career pathways. A The Tri-County Educational Services Center will work closely with their partners the Wayne County Economic Development Council's Workforce Innovation Network (WIN), the Wooster Chamber of Commerce, and the Orrville Chamber of Commerce in rolling out the Career Connections Program for approximately 7000 students grades 9-12 from fifteen districts in school year 2016-17 and assisting districts in indentifying various avenues and strategies including this shared service to sustain the program over the next five years

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

An implementation team (IT) comprised of one fulltime Career Connections (CC) Coordinator, and 4 part time assistant CC Coordinators. The CC Coordinator will head up the CCC Team comprised of the four part time CC Consultants, high school principals, CC liaisons from each of the CCC districts and in the roll out of the CC Program and implementation of the CC Framework which focuses on career pathways, career planning and career learning for grades 7-12. Historically, career advising and comprehensive career development programs have been relatively limited in these districts and staff have limited knowledge of the scope of such programming; therefore, in June-July 2016 grant funds will be used to send the principal and Career Connections Liaison as well as the Career Connections Consultants to the National Career Development Association Conference where they will gain a global perspective on the subject, gain knowledge of programs used nationwide, be introduce to a wide range of materials and services, and have the opportunity to network with professionals from across the country. During the grant year 4 part time CC Consultants will be responsible for assisting the coordinator in developing resources, establishing contacts, coordinating social media, facilitating events and supporting the districts in their individual programs implementations per their district policies. The career coach consultant will administer the DISC Profile to all 10th grade students and prepare individual profile for them to use as documentation for Student Plan for Success. The IT will provide training and assistance to members of the staff of the CCC districts as well as students to ensure that they have a working knowledge of the Ohio Means Jobs website and the wealth of resources it offers. With their partners the IT will facilitate supplemental opportunities/events e.g. speaker series, FAFSA workshops for parents and career visitation days planned and executed by the Wooster and Orrville Chambers of Commerce and the Workforce Innovative Network (WIN) of the Wayne County Economic Development Council to help the districts meet CC requirements School guidance counselors and staff will be orientated to the Ohio Means Jobs website and its wide array of tools. The IT will provide assistance using the Tools for Schools' Career Tree and the "Bring Your A Game to Work" curriculum as supplemental programs in helping to meet the Student Plan for Success component. District staff members will be trained as trainers for the "Bring Your A Game to Work", a work ethics curriculum for grades 11 and 12 as a sustainability measure. For the CC program is to be effective it cannot be piece-medaled in by the districts; it has to be more like an Amish barn raising getting the framework in place. The mandated comprehensive CC menu requires more materials and human and fiscal resources than the individual districts have to allocate at one time. By coming together as the Tri-County Career Connections Collaborative, the CC IT will assist the districts in putting that framework in place so that it is functional for the SY 2016-17 and provide training and professional development to empower the districts to move forward expanding and enhancing their Career Connections Programs over the next five years with assistance from the Career Connections Coordinator who will be a shared service through the Tri-County ESC.

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.*

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.*

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 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).*

v. List and describe pertinent data points that you will use to measure student achievement, 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?

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.*

The Tri-County Educational Services will continue to support the Career Connections Coordinator position for the next five years following

the grant year, providing districts in the CCC access to assistance in planning supplemental events to fulfill program requirements, professional development for staff, networking opportunities to effectively implement of the Career Connections Program with its locally adopted Career Advising Policy as mandated by the state. Students access to "a comprehensive menu of resources and support to prepare for their future" as well as an awareness the career pathways which the tri -county area business community has to offer. Students will benefit from classroom instruction relevant to career awareness as delivered through model lessons embedded within the Core Curriculum and a working knowledge of the Ohio Means Jobs website and the role it can play in preparing to enter the Ohio workforce at multiple levels. District staff will have been trained in the work ethic curriculum and now have in-house trainers for Years 1-5. All 9-12 staff will have been orientated to the Ohio Means Jobs website and the resources it has to offer and be able to administer the career inventories and various student assessments available free on the Ohio Means Jobs website eliminating the need for an outside consultant. Local tools will be developed using the Career Tree during the grant year; "Bring Your A Game to Work" teacher guides are a onetime buy, student workbooks will become part of the student fees. Once the Career Connections Framework has been established during the grant year it can be easily managed with assistance from the Career Connections Coordinator. The district have several options for the duties of the liaison who was additional help for the grant year they can redirect Title or CTE dollars or use general fund dollars to maintain the position, or add the duties to a current staff position

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.*

The assumptions which must be true for these out comes to be realized are staff become train the trainers for the work ethic curriculum, all staff become familiar with the resources on the Ohio Means Job website, teaching staff be able to accommodate the model curriculum within the core curriculum in their individual content areas; district staff and administration help each student establish his the Student Plan for Success and communicate to the student and his family the documentation which need to be maintained for this Plan as part of the Career Connections Program.

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

School administrators recognized a need for assistance in implementing the mandated Career Connections Program realizing limited staff were available to devote the time need to address all of the components at one time and fiscal resources for staff training and additional materials purchasing needed for effective implementation were lacking. In answer, the Tri-County Educational Service began a pilot of providing a Career Connections Consultant service option to its client districts at the beginning of the 2015-16 school year. The request for these services has been far beyond what was expected. The CC Consultant has been able to assist each request to assist with completion of the Career Advising Policy which was submitted to ODE in fall but that is only the first step. The implementation of the mandated Career Connections Program has been overwhelming to the districts. Districts do not have the human and fiscal resources to implement all of the components of the Career Connections Framework K-12 in a timely fashion to benefit the students, and a framework without all of the components is like a car without wheels; it isn't going very far. The mandate requires a comprehensive program must be in place and that takes more materials and human and fiscal resources then the individual districts have to allocate at one time and they have their hands full with assisting staff in learning to use the model curriculum embedded lessons into their already hefty common core; however, it is critical for those students who will be entering the last four years of their public education to have the CC program for grades 9-12 be operational for the 2016-17 school year so that they might have the benefit of career planning as they move on to post secondary education or enter into the workforce. So it behooves all parties to get this program out of the gate quickly and completely.

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).*

District staffs will participate in training for the delivery of the "Bring Your A Game to Work" Professional Development if each was to purchase this professional development training on its own it would be \$7000 ; 2 sessions (14,000) will be conducted to ensure district participation. Each district will receive curriculum materials to implement the "Bring Your A Game to Work"; this is based on enrollment in SY2015-16 11th and 12th grade enrollment. District costs saving range from \$338.00 to \$6,000 for the materials. The total cost savings for all districts is \$69,100. The savings various dependent upon enrollment Districts will send 2 persons to the National Career Development Association Conference to gain perspective on career development programs a savings of \$3600.00 district Districts will receive membership to the National Career Development Association at a cost of \$85 per district; the option to continue the membership is the districts. One membership will be maintained by the ESC. Districts will receive a license for the Career Tree to begin development of local tools \$8000, individual cost saving is \$1200; districts will determine its value during the grant year and the option to continue is theirs; the ESC will maintain one license. A onetime administration of the DISC profile to all 10th grade students by an outside consultant saves each district \$500 for the service and the cost of the instrument dependent on enrollment. This profile can be easily replaced by a similar assessments found on the Ohio Means Job website once local staff becomes familiar with the site. The districts will save \$8252 (salary and benefits) for a liaison to provide dedicated time to the implementation of the program in the grant year to get things in place in timely fashion. This is intended as additional help; however, if the individual district finds it beneficial and wishes to sustain it as a separate position that wi

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

The pertinent points will be what each of the districts find beneficial to sustain and that won't be known until the end of the grant implementation year. Once the start up is complete all of the curriculum will have been purchased, they will have had additional help devoted to get the program up and running, they will have had use of the NCD A Membership for a year, they will have had use of Career Tree applications for local tools production for a year, the 10th grades will have DISC profiles ready to move forward with their Student Plans For Success. The district staffs will have received various orientations (Ohio Means Jobs website etc.) and professional developments (Bring Your A Game to Work) to get the program moving forward using the tools and resources available. With the exception perhaps of the student transportation costs and participation in the CCC shared service of the Career Connections Coordinator the question is for each district what do they feel they need to retain? The Career Connections Coordinator will continue to provide professional development for staff, and assist with facilitating the speaker series etc. a will provide guidance and assistance with individual district needs as they come up.

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

This will have to be a joint decision of the collaborative. Representatives from each of the districts will be meeting with the Career Connections Coordinator to review the implementation status and make modifications so that each gets the most benefit from the dollars being spent. Alterations will probably be more to the timeline than revision of the budget.

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.*

By providing the shared services of a Career Connections Coordinator districts will be able to have assistance in meeting the requirements of the mandated program. The Coordinator will attend required regional and state meetings and bring back information to the districts thus alleviating the need for each district to send a representative which is both costly and time consuming. The Career Connections Coordinator will 1)will arrange and/or deliver professional development to staffs as it relates to the Career Connections program components including but not limited to orientation and use of the Ohio Means Jobs website, 2)work directly with the district personnel to locate and schedule classroom speakers, FAFSA informational sessions, speakers from high education discussing college searches and areas of study and practicing professionals who will talk with students regarding collegiate track planning, 3) assist the local staffs in understanding the Student Plan for Success and the document management, 4)develop locally tailored social media and print marketing campaigns about college and career readiness to be used by the individual districts. These are all things which take considerable time and effort but are needed to make the Career Connections Program effective, but take time away from district staffs working on requirements at the student and staff levels e.g. embedding career related lessons into the core curriculum, making sure students have Student Plans for Success in place, and connecting with parents of at-risk student to ensure that they are being properly served.

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.*

The assumptions are that the districts will manage the direct instruction and student monitoring of the Career Connections Program and that the Career Connections Coordinator will act in a support role as well as provide supplemental services to enhance and expand the menu of local offering in career explorations, and career pathways. In addition the Career Connections Coordinator will act in the liaison capacity to the regional and state meeting and bring back information and updates to share with the districts.

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.

School administrators recognized a need for assistance in implementing the mandated Career Connections Program realizing limited staff were available to devote the time need to address all of the components at one time and fiscal resources for staff training and additional materials purchasing needed for effective implementation were lacking. In answer, the Tri-County Educational Service began a pilot of providing a Career Connections Consultant service option to its client districts at the beginning of the 2015-16 school year. The request for these services has been far beyond what was expected. The CC Consultant has been able to assist each request to assist with completion of the Career Advising Policy was to be submitted to ODE in fall but that is only the first step. The implementation of the mandated Career Connections Program has been overwhelming to the districts. The implementation of the mandated Career Connections Program has been overwhelming to the districts. Districts do not have the human and fiscal resources to implement all of the components of the Career Connections Framework K-12 in a timely fashion to benefit the students, and a framework without all of the components is like a car without wheels; it isn't going very far. The mandate requires a comprehensive program must be in place and that takes more materials and human and fiscal resources than the individual districts have to allocate at one time and they have their hands full with assisting staff in learning to use the model curriculum embedded lessons into their already hefty common core; however, it is critical for

those students who will be entering the last four years of their public education to have the CC program for grades 9-12 be operational for the 2016-17 school year so that they might have the benefit of career planning as they move on to post secondary education or enter into the workforce.

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

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

*Example: consolidation of transportation services between two districts.*

One of the main indicators will be the buy-in by the district staffs, and their willingness to participate in professional developments and trainings to support the local programs as well as their flexibility in working with the Career Connections Coordinator to incorporate the enhancing offerings such as classroom speakers. As previously stated historically career advising and career related learning has been limited in all of these districts. Hence, this type of service instruction is foreign to the average classroom teacher. So another indicator to watch will be increased teacher efficacy with additional professional development and training offered by the Career Coordinator Another indicator would be the degree to which the districts engage in the supplemental programs e.g. how many outside speakers are requested for classroom or the attendance at the College and Career Readiness Speaker Series for Families including the FAFSA Night.

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.*

Pertinent points will include but not be limited reaching the benchmarks in a timely fashion for the program implementation some of which include each district having representation at the at the NCDA Conference in June/July; completing of staff training for the work ethic curriculum in spring 2016 and again in the fall 2016 resulting in a minimum of two persons from each districts being trained on the curriculum delivery for "Bring Your A Game to Work"; implementation and delivery of the work ethic to 11th and 12 grade students in each district and students completing the requirements for receiving the Work Ethic Certificate to be placed in their Student Plan for Success to document work value; administration of the DISC Profile to all students from the districts who will be 10th graders in SY 2016-17 and delivery of those profiles to the students for inclusion in their individual Student Plans For Success; all staff member grades 7-12 participating in orientation to the Ohio Means Jobs website; each district utilizing the Career Tree to develop at least one local resource/tool, and each district accommodating multiple career related activities arranged by the Career Coordinator e.g. classroom speaker, College and Career Readiness Series for Families (speakers and FAFSA night)

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

This will have to be a joint decision of the collaborative. Representatives from each of the districts will be meeting with the Career Connections Coordinator to review the implementation status and make modifications so that each districts reaps the most benefit from the dollars being spent. Adjustments/alterations will probably be more to the timeline than revision of the budget. However, if the members of the collaborative find they would like to add on direct student services from the Career Connections Coordinator such as administration of required profiles and surveys etc. and these can be negotiated as an added on service to the individual district or if agreed the additional of personnel and added to the basic service with an overall increase in collaboration fee.

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.*

798,266.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

*Responses should provide a rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should*

*the total projected expenses in the budget narrative exceed the total project costs in the budget grid.*

\$61,900 has been budgeted for Instruction Materials for the Bring Your A Game to Work curriculum which furthers the work ethic requirement in Career Connections Student Plan for Success and provides that documentation. \$150,000 in Support Services Salary \$40,053 in Support Services benefits is for the Career Connections Coordinator and 4 part time Career Connections Assistants the support personnel needed to assist the 15 districts in the grant implementation year. \$368,340 in Support Services Purchased services represents costs 1) reimbursed to the districts for additional internal staff (liaisons) support with implementation at the building level, 2) for curriculum trainer/mentors from the Career Center to assist in the delivery of the Bring Your a Game to Work 3) for NCDS Memberships for districts, 4) for stipends for the career and college speakers to present in each of the 15 districts during the year either as a class related activity or a community event, 5) reimbursed to the districts for substitutes for district liaisons and staff to attend trainings and collaborative meetings; 6) for the development and delivery by the local chambers of commerce and other partners of an additional career day event, 6) for a Career Tree license for each district to use materials to help in designing their programs, 7) for materials and supplies and printing costs for locally designed tools including but not limited to career-related brochures, 8) collaboration services fee 9) administration of the DISC Profile Inventory to all 10th graders and preparation of individual student profiles for their Student Plan for Success, and 10) mileage reimbursement for the coordinator and assistants to travel to and between districts \$52,923 in Support Services Materials and Supplies this is for the per student price for the DISC Profile instrument which will be administered. This is a formal tool and is research based. For this implementation year this will lighten the load of the district personnel in administer and give the 10th grade students the documentation needed for their individual Student Plan For Success. The Ohio Means Jobs has informal tools which can serve the same purpose on a less detailed basis and yet provide the documentation required. As the district moves forward in Years 1-5 and their staffs become more familiar with the Ohio Means Jobs website and its resources they may opt to use and administer those on their own thus reducing costs. \$79,600 in Professional Development Purchased Services provides for 32 people (2 from each district and 2 from the ESC) to attend the National Career Development Association Conference June 28-July 2 in Chicago. As was previously stated historically, career advising and comprehensive career development programs have been relatively limited in these districts and staff have limited knowledge of the scope of such programming by attending the NCDAC Conference they will gain a global perspective on the subject, gain knowledge of programs used nationwide, be introduced to a wide range of materials and services, and have the opportunity to network with professionals from across the country, as well as for two professional development workshops presented by the founder and CEO of the "Bring Your A Game To Work" for all district staffs implementing the curriculum and other interested staff members. \$15,000 in Transportation Purchased Services is reimbursements to districts to transport students to the two career day events which includes taking them from industry to industry during the day. These days are structured in such a way that students from the districts come together for a general session in the morning and then choose individual business and industry to visit during the day. The districts transport student in and around during the day. \$23,250 in Governance and Administration for fiscal management, program and budget

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.

750,016.00 a. Sustainability Year 1

750,016.00 b. Sustainability Year 2

750,016.00 c. Sustainability Year 3

750,016.00 d. Sustainability Year 4

750,016.00 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.*

District staff will have been trained in the work ethic curriculum and now have in-house trainers for Years 1-5. All 9-12 staff will have been orientated to the Ohio Means Jobs website and the resources it has to offer and be able to administer the career inventories and various student assessments available free on the Ohio Means Jobs website eliminating the need for an outside consultant. Local tools will be developed using the Career Tree during the grant year; "Bring Your A Game to Work" teacher guides are a onetime buy, student workbooks will become part of the fees. The Career Connections Coordinator will attend regional and state meeting and update the districts alleviating the need for districts to send representatives which is both time consuming and expensive. Once the Career Connections Framework has been firmly established during the grant year it should be easily managed with assistance from the Career Connections Coordinator. The district have several options for the duties of the liaison that helped with the initial implementation: redirect Title or CTE dollars or use general fund dollars to maintain the position, or add the duties to a current staff position.

90.0 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.*

District staffs will participate in training for the delivery of the "Bring Your A Game to Work" Professional Development if each was to purchase this professional development training on its own it would be \$7000 ; 2 sessions (14,000) will be conducted to ensure district participation. Each district will receive curriculum materials to implement the "Bring Your A Game to Work"; this is based on enrollment in SY2015-16 11th and 12th grade enrollment. District costs saving range from \$338.00 to \$6,000 for the materials. The total cost savings for all districts is \$69,100. The savings various dependent upon enrollment Districts will send 2 persons to the National Career Development Association Conference (NCDA) to gain perspective on career development programs a savings of \$3600.00 district Districts will receive membership to the NCDA at a cost of \$85 per district; the option to continue the membership is the district's. One membership will be maintained by the ESC. Districts will

receive a license for the Career Tree to begin development of local tools \$8000, individual cost saving is \$1200; districts will determine its value during the grant year and the option to continue is theirs; the ESC will maintain one license

10.0 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.*

General Fund dollars. Redirection some of Title I, II and CTE dollars as appropriate It should be noted here that should entitlement or competitive dollars become available for use with the Career Connections mandate districts in the collaboration and the ESC will apply for those dollars both individually or as a group to offset costs.

## 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 August 2015-November 2015

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

August 2015 Districts were offered a service option for Career Connections and hired a Career Connections Consultant. Those districts who opted in agreed to pay an add on fee for services determined by the number of participants to help off set program and coordinator costs. September 2015 consultant met with district opting for the service and assisted each of the districts in the collaborative in preparing and submitting the required Career Connections Policy. All districts submitted their policies on time. September- November 2015 The Career Connections Consultant provided guidance in the use of the Ohio Means Jobs Career interest surveys to the student in grades 9-12 in each of the districts. All surveys were completed and are being compiled. Results should be available by mid-January 2016 October 2015- Based on the overwhelming response from districts to receive Career Connections Consulting services and the multiple needs of each district it was evident that the program needed additional resources to meet all districts needs in a timely fashion and get their Career Connections Frameworks in place, so the group agree to begin planning began to apply for Straight A Funding to establish the Tri-County Career Connection Collaborative and develop a shared services model to jumpstart the district programs so that they would be effectively operable for the school year 2016-17. A list of materials and services necessary to implement the program in a timely fashion across 15 district was compiled and reviewed by the participating members. Partners who could expedite the implementation and produce deliverables were identified. Personnel needed to assure that the mandated program would be operable in all districts were identified Each of the districts provided the student and financial data needed for the Straight A application. And a general plan to implement was developed.

22. Implementation(grant funded start-up activities)

a. Date Range January 2016-June 2017

b. Scope of activities - include all specific completion benchmarks

1/2016 Districts identify district liaisons (DL) and designate individual attending NCDCA Conference in June/July Coordinator meets with ESC treasurer to review the budget categories and with the internal evaluator to outline the evaluation plan timeline and tools Coordinator meets with Implementation Team(IT) and DLs collectively to review grant requirements and evaluation plan, and to establish a schedule for spring professional development and training. 2/2016 Job Posting CC Assistant part time staff. Districts identify staff to be trained in work ethic curriculum Arrange for work ethic's curriculum training and orders instructional materials. Contracts for DISC Profile Adm Requisitions NCDCA Memberships Completes registration and travel plans for all attendees for the June-July conference 3/ 2016- 5/2016 Review CC Assistant Applications, conduct interviews, and recommend hires to Governing Board Conduct "Bring Your A Game to Work" workshop Receive and distribute "Take Your A Game to Work" materials Conduct Staff Orientation to Ohio Means Job Website Meet with Chamber representatives to outline plans for expansion of the fall and creation of the spring career days. Establish classroom speaker schedules and establish dates for the College and Career Readiness Speaker Series for Families for each district Contact speakers and confirm dates for districts to publish Collect evaluation instruments 6/2016 Confirm conference registrations Review budget Quarterly evaluation review Schedule fall work ethic

trg wksp. Confirm status of fall career day 7/2016 New hires work session Requisition Career Tree licenses Debrief with conference attendees 8/2016 Review fall career day status and information to districts Staff orientations for Career Tree Liaisons and new staff meeting 9/2016--6/ 2017 Assist with district programs Facilitate speakers and events Spring career day Review sustainability plans Budget & evaluation reviews Oct, Jan, Mar. June

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

a. Date Range July 2017-June 2022

b. Scope of activities - include all specific completion benchmarks

Career Connections Coordinator position will be maintained at the ESC; the ESC will provide office space for this person. If competitive dollars become available for use with the Career Connections mandate, districts in the collaboration and the ESC will apply for those dollars both individually or as a group to offset costs. Evaluation focusing on both individual districts as well as delivery of ESC services will continue on an annual basis or as outlined by ODE.

## 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:

For ESC there will be the change of a new dimension to the staff by the addition of the Career Connections Coordinator. There are multiple changes for the individual districts including but not limited to : the addition of a work ethic curriculum; the embedding of lessons from the state model curriculum at each grade level and by each teacher; an additional focus by staff on career advising in all forms and at all levels; staff, students and parents working together to assure that the student maintains his Student Plan for Success and that the proper documentation to the requirement therein are met, the accommodating of career focused presenters in the regular classroom and the addition of out of school events focusing on college searching, career tracking, and financial assistance for post secondary education, and local career exploration through Career Day planning and events.

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:

Judith Kesnter, Tri-County Educational Service Center, 741 Winkler Drive, Wooster, Ohio 44691 330-345-6771 X265 will serve as the internal evaluator for the Tri-County Career Connections Collaborative Grant Project. Kestner has completed grants project evaluation training with the Research Associates, Columbia, South Carolina and Management Concepts, Vienna, VA. She has served the evaluator for grants serving multiple sites including but not limited to six 21st Century Afterschool School Programs, a Federal Innovative Education Grant to implement the Olweus Bullying Prevention Program in 17 school districts in the tri-county (Ashland, Holmes, and Wayne) area, a TeachOhio Grant which provided licensure training for 70 teachers from 13 districts, and in the 2002 a Smoking Cessation Program at Wooster Community Hospital funded by the Ohio Tobacco Use and Prevention Center Foundation.

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 evaluation will be both formative and summative. For the grant implementation year the evaluation will be primarily a process evaluation focusing on completion of benchmarks e.g. securing curriculum, providing professional development, administering DISC profiles for students and producing individual student profiles. The tools used will be limited to staff surveys, recorded attendance at trainings and professional development, event attendance numbers for student and parents as well as feedback on relevancy and effectiveness, staff self evaluation on efficacy of implementing work ethic curriculum as well as embedding lessons from the mandated model curriculum and district evaluation of the overall administration and implementation. Once the grant is awarded and the guidelines for evaluation the evaluator will meet with the Implementation Team and the district liaisons to establish a timeline and instruments to be used and will meet regularly thereafter with the Program Coordinator to review the evaluation process. As the project goes into Years 1-5 the evaluator and the Career Connections Coordinator will develop and evaluation plan for each of the collaboration members as well as an overall evaluation.

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.*

At the level of staffing in the grant proposal for the grant year the Tri-County Career Connections Collaborative will be successful in delivering the basic one time services to the districts in assistance to get their mandated individual Career Connections program up and running for the benefit of students in grades 9-12 during the grant year SY 2016-2017. These services include training in document management (Student Plan for Success) ,introduction to and assistance in use of the Career Pathway Lesson Plans in the ODE model curriculum, orientation to and training in the use of Ohio Means Jobs for students and staff, training and assistance in administering career inventories and learning style assessments, assistance in planning and conducting FASA parent informational meetings, and facilitating career exploration activities/ presentation, e.g. career day visits to businesses, college speakers, classroom speakers. With the continued support of the Career Connections Coordinator position by the ESC and the individual districts support of their Career Connections Liaisons within the districts the collaborative will be able to maintain the current level of programming for grades 9-12, and should, because the districts are relatively small, be able to have the program fully implemented in grades 6-8 by the Year 2 SY 2018-2019 thereby completing the mandate. This will be maintainable at the basic level as the districts will have increased capacity through staff participation in train the trainer activity for curriculum delivery and staff having been orientated to the wealth of resources provided through the Ohio Means Job website. They will be able to locally deliver the inventories and assessments available through the Ohio Means Job site and effectively embed the model curriculum lessons into their Core. The Career Connections Coordinator can then revert to the role consultant and facilitator of supplemental programs and shared events e.g. career days to enhance the districts' programs as well as engaging the districts in resource sharing at multiple levels. Going forward a Career Services Policy will be developed to address the scaling up of the services provided by the Career Connections Coordinator and/or the addition of districts to the collaboration requiring increasing capacity at the ESC and/or a the district level. .

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 James J. Ritchie, Superintendent Tri-County Educational Service Center 12/01/2015

Consortium

Tri-County ESC (050526) - Wayne County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

**Consortium Contacts**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Kip	Crain	330-669-7000 x6160	kcrain@wccsc.org	WAYNE COUNTY SCHOOLS CAREER CENTER	005721	518 W PROSPECT ST, SMITHVILLE, OH, 44677	
James	Ritchie	330-345-6771 x232	roc_ritchie@tccsa.net	Tri-County ESC	050526	741 Winkler Dr, Wooster, OH, 44691-1652	
Bradley	Herman	330-359-5600	tesc_bherman@tccsa.net	Beacon Hill Academy	012501	PO Box 285, Mount Eaton, OH, 44659-0285	
James	Ritchie	330-682-5811	roc_ritchie@tccsa.net	Orrville City	044610	815 N Ella St, Orrville, OH, 44667-1154	
Michael	Tefs	330-988-1111 x1223	wstr_mtefs@woostercityschools.org	Wooster City	045120	144 N Market St, Wooster, OH, 44691-4810	
James	Ritchie	330-927-7400	roc_ritchie@tccsa.net	Rittman Exempted Village	045591	100 Saurer St, Rittman, OH, 44270-1259	
Rod	Hopton	419-945-8102	mapl_rhopton@tccsa.net	Mapleton Local	045831	635 County Road 801, Ashland, OH, 44805-9571	
Steven	Dickerson	419-368-8231	hill_dickerson@tccsa.net	Hillsdale Local	045823	485 Township Road 1902, Jeromesville, OH, 44840-9754	
Doug	Marrah	419-289-1117	domarrah@ashlandcityschools.org	Ashland City	043505	PO Box 160, Ashland, OH, 44805-0160	
James	Ritchie	330-698-3001	roc_ritchie@tccsa.net	Southeast Local	050583	9048 Dover Rd, Apple Creek, OH, 44606-9408	
Jeffrey	Layton	330-317-5175	nrws_layton@tccsa.net	Northwestern Local	050575	7571 N Elyria Rd, West Salem, OH, 44287-9707	
Karen	O'Hare	330-435-6382	nrcn_ohare@tccsa.net	Norwayne Local	050567	350 S Main St, Creston, OH, 44217-9665	
Sandy	Stebly	330-685-6368	chip_stebly@tccsa.net	Chippewa Local	050534	56 N Portage St, Doylestown, OH, 44230-1350	
Judith	Robinson	330-669-3921	gren_judy@tccsa.net	Green Local	050559	PO Box 438, Smithville, OH, 44677-0438	
James	Ritchie	330-893-2610	roc_ritchie@tccsa.net	East Holmes Local	047688	6108 County Road 77, Millersburg, OH, 44654-9136	

## Partnerships

Tri-County ESC (050526) - Wayne 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
Rodney	Crider	330-264-2411	rcrider@waynecountyedc.com	Wayne County Economic Development Council		542 E. Liberty Street, , Wooster, Ohio, Ohio, 44691	
Aspen	Brooks	303-433-3243	abrooks@workethics.org	The Center for Work Ethic Development		2525 16th Street, Ste 214, Denver, CO, 80211	
Kristy	Warrell	330-840-2680	kristy.warrell@TFSresults.com	Tools For School (TFS)		2265 East Enterprise Parkway, , Twinsburg, OH, 44087	
Lynn	Moomaw	330-669-7000	LMoomaw @wcsc.org	Wayne County Schools Career Center		Director Adult Education, 518 W. Prospect St., Smithville, OH, 44677	
Rodd	Welker	330-345-1600	Rodd@eagleadvisorgroup.com	Eagle Advisor Group, LLC		711 Winkler Drive, STE B, Wooster, OH, 44691	
Justin	Starlin	330-262-5735	jstarlin@woosterchamber.com	Wooster Chamber of Commerce		377 W. Liberty Street, , Wooster, Ohio, 44691	
Lori	Reinbolt	330-682-8881	Lori@orrvillechamber.com	Orrville Area Chamber of Commerce		132 S.Main St., , Orrville, Ohio, 44667	

Implementation Team

Tri-County ESC (050526) - Wayne 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
Jean	Roberts	Career Connections Coordinator	Implement all aspects of the grant Maintaining the budget Completing reports required by the grant	Roberts brings many qualifying skills to the table. She is well organized and has experience motivating, training, development, problem-solving, evaluating, leading, promoting and persuading, planning, strategizing, big-picture thinking and connecting and decision-making. She is a certified "Bring Your A Game to Work" instructor and has had additional training in "Bridges Out of Poverty" Roberts holds an ODE Adult Education license for Family and Consumer Science. Her extensive experience lends well in shaping her for leading the Tri-County Career Connections Collaborative grant.	Roberts previously served as a Career Services Coordinator where she assisted high school students with the development of career readiness skills, lead the implementation of two employer requested programs (Drug Free Clubs of America and Bring Your A Game to Work), maintained relationships and communication with local employers in order to provide high school graduates with career placements opportunities, managed the job placement program for high school students, and sold customized training services to local businesses. She has also been instrumental in establishing and managing a local Homeless prevention and Rapid Re-Housing Program, assisted clients with job search and life skills development, and promoted understanding and support of housing issues within the community at large. She also served as a co-owner of a local retail shop, and was the retail operations manager for a large retail organization where she was responsible for all aspects of new store launch including overall project budget, lease review and negotiation, recruitment and staffing of retail locations and development and execution of tactical retail marketing strategies for six retail locations. Roberts has completed community service work with the Wayne County Housing Coalition, Junior Women's Club of Wayne County, Wooster Kiwanis Club, Wayne County Women's Network, Wooster Young Professionals, City of Wooster Planning Commission, Junior Achievement of North Central Ohio, Sweet Jubilation-The Village Network, and the OSU Extension Office's FCS Advisory Committee.	B.A Family and Consumer Science from Bluffton University, Bluffton, Ohio	100	
To Be Hired	4 Persons	Assistant Career Connections	For the purpose of this grant the duties of the Career	- At least three years related experience - Experience in	To be determined	- Bachelor's degree	100	

		Coordinator	Connections Coordinator Assistant align with the day to day duties of the Career Connects Coordinator . The individual will assist the Career Connections Coordinator in coordinating Career Connections Programming for school districts and will work with school districts to develop and implement a career connections policy to plan and coordinate career exploration activities. A detailed job description is attached to this application.	education and/or career counseling - Such alternatives to the above qualifications as the Superintendent and/or Board of Education may find appropriate		(B.A.) or equivalent from a four-year college or university		
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