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Adjusted Allocation 0.00

Remaining -432,864.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Increasing Career Technical Student Performance through Quality Assessments

2. Project Summary: Please limit your responses to no more than three sentences.
   Career Tech teachers will create rigorous projects/assessments leading to increased performance on assessments and industry credentials.
   This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

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

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

Enrollment in Workforce Development Career Technical programs is continuous and spans grades 7–12. The project begins with four career fields in five partner districts. As district partners within this project expand to additional career fields, the impact will expand based on program enrollment. The Ohio Career Technical community is well structured and there are many opportunities to share the outcomes of the project. Through dissemination of the project and creation of the open educational resources (project/assessment bank and on-line course) new districts will begin replication of project format. This project has the opportunity to impact 100% of the Workforce Development Career Technical programs and students in the state of Ohio.

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

First and last name of contact for lead applicant
Dr. Kathy Siebenaler Wilson

Organizational name of lead applicant
University of Toledo, College of Education, Tech Prep Department

Address of lead applicant
2801 W. Bancroft MS 462 Toledo, OH 43606

Phone Number of lead applicant
419-530-7229

Email Address of lead applicant
kathy.wilson@utoledo.edu

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

6. Are you submitting your application as a consortium? - Select one checkbox below

☐ Yes

☐ No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

☐ Yes

☐ No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

There are two issues that this project will address: 1) workforce availability in NW Ohio and 2) teacher preparation of Career Technical (CT) teachers. 1) Workforce availability is the number one issue affecting companies in NW Ohio. According to the "NW Ohio/SE Michigan Comprehensive Economic Development Strategy" (September 2014), the region's labor force is ageing (nearly 20% eligible to retire) and is less educated (5% lower than US average). There is a mismatch between jobs available and skill levels of applicants. Many jobs currently are unfilled in this region. The target career fields in this project are high demand in the region: Construction, Manufacturing, Engineering and Transportation. The need goes beyond "job ready" and seeks to graduate students who are "career ready," with the capability of posing solutions to problems as independent critical thinkers. Business and industry are also looking for valid credentials that will benefit their organizations. 2) A vast majority of CT teachers are recruited directly from business and industry and are competent in content knowledge, but are lacking experience in the art of teaching. They participate in 27 hours of course work over a two year time frame at an area University to obtain a minimum teaching credential. It is critical that CT courses are benchmarked to the level of the first course at a postsecondary
b. The proposed innovation and how it relates to solving the problem or improving on the current state.

Impact 1: The project is focused on four career fields in the highest employment demand in NW Ohio. By improving the pipeline from secondary to postsecondary or secondary to workforce (increasing business and industry credentials and increasing opportunity for college course credit through CTAGs), the availability of the workforce will increase dramatically both in numbers as well as competency. Employees prepared in the needed areas with skills and talents is one approach to the problem and will provide a greater economic impact to our region. The website www.ohiomeansjobs.com will be utilized extensively in the process of connecting the emerging workforce to job availability.

Impact 2: The proposed project will utilize secondary CT teachers with: 1) over 50 hours of face-to-face professional development (PD) in four 2-day sessions from Winter 2016, Summer 2016, Fall 2016 and Spring 2017; 2) a minimum of 40 hours of virtual mentoring throughout the PD process to assist with the process of utilizing the CRM; 3) working closely with PS faculty teaching CTAG courses for the purpose of aligning course expectations so students actually DO know the college content; 4) working with Test and Measurement university faculty in the development of written assessments to ensure rigor of project/assignments and test bank questions aligned with the CRM developed by CT teachers; 5) working with Penta Adult Full Service Center regarding fine tuning the student credential process; and 6) interacting with the evaluator during the life of the grant. The intensive PD, 50 hours face to face with assignments between sessions, will fill the gap found in the Ohio CT content standards in the four career fields selected for this project: Construction, Engineering, Manufacturing and Transportation. These career field documents have not been analyzed regarding the Cognitive Rigor Matrix (Hess: 2010). The newest documents include the Cognitive Rigor Matrix and alignment to standards. The PD will focus on curriculum alignment and rigorous projects and assessments. The PD will provide another layer of support needed for teachers coming directly from business and industry as well as providing content and context to students that aligns to industry needs and postsecondary course content. Workshop content will focus on The Cognitive Rigor Matrix (CRM) (Hess 2010) that aligns Blooms Taxonomy (1990) and Web’s Depth of Knowledge (2002) in order to define levels of rigor with content standards. Teachers will be expected to align the four courses they teach in the career field using the CRM. Additional workshop time will focus on the business and industry credential process. Many of the CT students may utilize the credential process in the new Graduate Certificate Route. CT teachers will work in a PLC like group with postsecondary content specific teachers to analyze CTAG expectations so that correct content and rigor will align to the postsecondary courses and thus maximize student opportunity to earn CTAGs. This mentoring will take place within workshop sessions and in the virtual PLC network. CT teachers will create assignments/projects that will be placed in the web-based Resource Center along with test bank questions. The test bank questions will be created by the subject area teachers and will be benchmarked to the Cognitive Rigor Matrix by university Test and Measurement (TM) Faculty. This partnership will be utilized within workshop sessions and in the virtual PLC network. By supporting the CT teachers in the curriculum development process and expanding their knowledge and skills in the art of teaching, we will see an increase of student performance on the CT end-of-course assessments that lead to increased CTAG credits. The number of business and industry credentials earned as desired by the business and industry partners in NW Ohio will increase. This also supports the new graduation credential track that CT students might utilize.

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)

- List the desired outcomes.
  Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

  **Primary Objective:** Increase CT student achievement as measured by CT end-of-course assessments and increased number of credentials earned Secondary Objectives: 1) Provide professional development to 32 CT instructors: a) create a CRM with curricular prompts-Measure: 100% of participating teachers will utilize CRM by summer 2017; b) assist teachers in linking their formative and summative projects/assessments to end-of-course assessments-Measure: feedback from TM faculty and summary surveys 2) Maximize the number of CTAG credits earned-Measure: 15% increase each year of measure based on data from end-of-course assessments submitted by partners 3) Support Ohio’s Workforce Development needs with the opportunity to earn industry credentials key to NW Ohio demand industries- Measure: Increase by 10% the number of credentials earned by students each year of measure based on data submitted to ODE by partners 4) Create a web portal to house assignments/test bank questions and discussion board for use by all levels of participants-Measure: development phase done by Spring 2016 and number of interactions recorded by site 5) Development of workshop conversions to an on-line course for use by outside partners-Measure: completed by Spring 2017 6) Benchmark FY’14 and FY’15 student achievement on CT assessments and number of credentials earned-Measure: Data was collected prior to the submission of grant 7) Creation of an evaluation system that will help provide directions and suggestions throughout the project and beyond-Measure: Evaluator will present updates at quarterly partner meetings and sharing data collected and results of participant surveys 8) Creation of a group of Train-the-Trainees (the CT District Directors) who will continue the work so that this is a one-time expenditure of funds-Measure: Each participating district will designate one trainer.

- 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.

  **Assumption 1:** CT teachers are willing to make changes in how they deliver curriculum in order to increase student performance

  **Assumption 2:** CT teachers will participate and implement with fidelity Assumption 3: Hess’s Cognitive Rigor Matrix aligns with Bloom’s Taxonomy and Web’s Depth of Knowledge is a useful tool for CT teachers in aligning their content and assessments

  **Assumption 4:** CT directors will continue to support CT teachers’ efforts and willing to move more CT career fields forward in the process

  **Assumption 5:** ODE Assessment will be clearly aligned to content standards and industry credentials

  **Assumption 6:** An on-line learning community with secondary CT teachers and PS faculty in the same content field is a useful tool in extending face-to-face work sessions

  **Assumption 7:** NW Ohio business and industry value industry credentials in order to provide “career ready” students

  **Assumption 8:** CT teachers and PS faculty are willing to partner in order to produce college-ready students

  **Assumption 9:** Benchmark data is a good base measure for future years’ measurement

- Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the
1. According to the Professional Development Institute, the optimum length of time quality professional development should more than 30 hours planned over time frame that allows teachers to practice or create materials between sessions produces the greatest learning value. This project exceeds that amount. They continue to suggest having an on-going contact during the entire process supports the participants ability to succeed in the project, We have built that into our process. 2. The Tech Prep Department has conducted many successful grant for over 20 years. In many of the grants, there has been partnerships developed between secondary and post secondary faculty. One recent multi-year grant: NW Ohio Race to the Top that focused on the alignment of English and Mathematics from high school to post secondary created teams of both English and Math instructor. The three year experience created common writing rubrics, common guidelines for calculators that has resulted in better prepared students for college level work (see final reports for Race to the Top grants). 3) We have carefully reviewed the work completed by the Ohio Department of Education and the Division of Career Technical Education regarding business and industry credentials that have value for students to earn and which certificate/ credential leads to the graduation pathway. The stakeholder of the grant are willing and anxious to work toward their students earning the focused credential. 4) There is a great body of knowledge about Bloom’s Taxonomy and Web's Depth of Knowledge and the Cognitive Rigor Matrix. ODE and Career Technical Education value the CRM and have included leveling information in their newest Career Technical Content Standard Documents: Business and Marketing, In follow their lead, this project will complete the same information on career fields not yet completed. We plan to share our work with ODE/CTE for inclusion in the Construction, Engineering, Manufacturing and Transportation documents.

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).

Primary Objective: Increase CT student achievement as measured by CT end-of-course assessments and increased number of credentials earns Secondary Objectives: 1) Provide professional development to 32 CT instructors: a) create a CRM with curricular prompts Measure: 100% of participating teachers will create and utilize CRM by summer 2017 b) teachers will create and link their formative and summative projects/assessments to end-of-course assessments Measure: increase performance on end-of-course assessments, feedback from TM faculty and summary surveys 2) Maximize the number of CTAG credits earned Measure: 15% increase each year of measure based on data from end-of-course assessments as submitted by partners: 3) Support Ohio's Workforce Development needs with the opportunity to earn industry credentials key to NW Ohio demand industries Measure: Increase by 10% the number of credentials earned by students each year of measure based on data submitted to ODE by partners: 4) Create a web portal to house assignments/test bank questions and discussion board for use by all levels of participants Measure: development phase done by Spring 2016 and number of interactions recorded by site: 5) Development of workshop conversions to an on-line course for use by outside partners Measure: completed by Spring 2017: 6) Benchmark FY’14 and FY’15 student achievement on CT assessments and number of credentials earned Measure: Data was collected prior to the submission of grant: 7) Creation of an evaluation system that will help provide directions and suggestions throughout the project and beyond Measure: Evaluator will present to updates at quarterly partner meetings and sharing data collected and results of participant surveys.

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

Critical Data Points 1) Benchmark district level data regarding student performance of CT end-of-course assessments in FY’14 and FY’15 to use as a baseline for improvement. We are able to track the number of student enrolled, number of students who took the assessment and the number of students who passed. The data source was individual districts although it is also available through the Ohio Department of Education - Career Technical Division 2) Benchmark district level data regarding numbers of students achieving a business or industry credential. This is only a raw number and the name of the credential, The data source was individual district data although this data is also available on district Career Technical Grade Card and the through the Ohio Department of Education - Career Technical Division These are the two major data points that will be used to measure the success of this project: increased student performance on CT end-of-course exams and number of business and industry credentials earned. Many other sub data points were discussed earlier but they all lead to the two primary data measures.

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

The Project Manager (PM) will be monitoring the various aspects of the grant. PM will seek continuous feedback from Workshop Leader, CT teachers and CT Directors regarding each workshop session. The Workshop Leader will also seek feedback between workshop sessions as the mentoring process takes place. If needed, some content can be altered or reinforced to individuals or whole groups any where through the process. The virtual Professional Learning Communities of secondary and post secondary faculties will be monitored by PM and Workshop Leader to check progress and problems. Intervention and support can be provided quickly. As secondary CT teachers begin to implement the CRM, student performance will increase. In partnership with the Project Evaluator, PM will monitor CT end-of-course exams on a semester basis and carefully review progress. Conversations with individual teachers who may be struggling and the CT Director of the district will continue to support the process. The Penta Adult Full Service Center will work closely with and monitor progress of CT instructors in assisting student on the credential journey. If needed, they will provide additional support to each program.

b. Spending reductions in the 5 year forecast

i. 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
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 measurable 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)
- 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)

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.

432,860.00 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.

Code 100 Salaries: $92,520 Project Manager (Paul Hubaker) 1500 hours for 18 months @ 50/hour = $75,000 Temp Secretarial Support (10hrs. Per week for 72 weeks) = $14,000 Tech Prep CTAG Consultant (Dawn Thompson) 40 hours @ $39/hours = $1,560 Tech Prep Web Manager (Karen Bleeks) 40 hours @ $39/hours = $1,560 Tech Prep Executive Director (Dr. Kathy S. Wilson) fiscal grant oversight - in kind Code 200: Benefits $14,062 Project Manager (Paul Hubaker) 18% of salary = $13,500 Tech Prep CTAG Consultant (Dawn Thompson) 18% of salary = $281 Tech Prep Web Manager (Karen Bleeks) 18% of salary = $281 Tech Prep Executive Director (Dr. Kathy S. Wilson) fiscal grant oversight 3 hours/week - in kind Code 400: Purchased Services $258,784 Web-Portal to house resources, chat room and on-line course designer = $12,000 Travel for staff to partner locations and state-level and stakeholder meetings = $5,000 Related office expenses ie: photocopies, phone etc. = $2,000 Workshop Facilitator lead and assistant and mentor services = $25,650 Industry Credential Services from Penta Adult Full-Service Center = $3,500 Facility Usage for Workshops = $2,000 Quality Program Mini-grants to secondary partners $2,500 / per teacher participation that will provide for the update of software and resources needed to meet industry credentials = $80,000 Stipends to secondary teachers participating for time spend outside the classroom and at summer workshop (max. 32 teachers @ $2,100) = $67,200 Stipend to 10 post secondary faculty (8 content area and 2 test and measurement faculty ) @$2,500= $25,000 Project Evaluator (University of Findlay faculty) 5% of expenses (less the indirect costs) = $15,821 Fiscal Support from the University of Toledo $20,613 Code 500 Materials and Supplies $67,500 Materials for Workshop notebook/binder 32 participants + one administrator per secondary partner (5), post secondary faculty (10), management staff (6)+ reference materials to share with ODE (2) = 55 binders @ 120/binder = $6,600 Miscellaneous office supplies $900 53 Communication tools Apple Ipads or tablets for professional learning community = $50,000 Northwest State Community College to add computer server capacity = $10,000?

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.
This project is a one time expense for professional development and training. All cost saving will be derived from 1) No longer will partners districts need to pay for an outside consultant to conduct professional development because they will have a trained facilitator on staff. 2) District will no longer need to have the expense of teachers traveling to the professional development site or cost of substitutes because the participants are already trained. 3) Future training of additional career fields will be minimum time away from classrooms as all can be delivered on-line or during teacher designated PD time.

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

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

17. Please explain how these cost savings will be derived from the program.

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

This project is designed to be a one time expense for professional development and training. All cost savings will be derived from 1) No longer will partners districts need to pay for an outside consultant to conduct professional development because they will have a trained facilitator on staff. 2) District will no longer need to have the expense of teachers traveling to the professional development site or cost of substitutes because the participants are already trained. 3) Future training of additional career fields will be minimum time away from classrooms as all can be delivered on-line or during teacher designated PD time.

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.

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 October 2015 - December 1, 2015

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

Oct. 2015 Grant Team met to coordinate ideas for grant Oct. 2015 Secured commitment from district partners Oct. 2015 Research to determine workforce needs and which career fields to include Oct. 2015 Begin to collect benchmark data about CT web exam results and certificates earned in FY’14 and FY’15 Oct. 2015 Secure commitment of Workshop Leader and Penta Career Center commitment for purchased time Oct. 2015 Select tentative time frames for workshops and content overview Nov. 2015 Finalize names and contacts of secondary and post secondary partners that will be involved in project Nov. 2015 Hold full stakeholders meeting to present overall information regarding the grant to be submitted Nov. 2015 Work with Project Evaluator to determine plan for evaluation Nov. 2015 Collect TIF information from partners Nov. 2015 Creation of budget of expenses Nov. 2015 Secure signatures for Assurance pages and submit required forms to the University of Toledo Nov. 2015 Begin CCIP process Dec. 1, 2015 Submit grant proposal

22. Implementation (grant funded start-up activities)
E) SUBSTANTIAL IMPACT AND LASTING VALUE

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

a. Date Range: January 2016 - June 2017

Date becomes available two times per year at semesters for CT end-of-course assessments and industry credentials at the end of the school year. January Annually: District partners will submit their CT end-of-course assessment scores for all programs/instructors that participated in the workshops so that data can be analyzed and determine if there is an increase of 15% more students passing the assessments. June/July Annually: District partners will submit their CT end-of-course assessment scores for all programs/instructors that participated in the workshops to determine if the 15% expectation of student passing has been met, June/July Annually: District partners will submit their numbers of student that earned business and industry credentials. Each district is expected to increase that number by 10% annually. Appropriate forms and reports will be submitted to ODE as required and on time.

b. Scope of activities - include all specific completion benchmarks


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:

The Consortium believes that once current participant teachers are able to create rigorous assessment and projects, they will be able to continue throughout their careers. As content standards are modified by the Ohio Department of Education or credential guidelines are changed, instructors know and understand the process and will be able to alter their teaching strategies. With the increase of rigor in assessment and projects there will be a change in student performance with the opportunity to more college credits and a new pathway to graduation and employment. The Consortium believes that the on-line learning communities will continue to collaborate as content expands to new industry methods and will benefit the faculties both secondary and post secondary. Career Technical Education spans grade 7 to post secondary educations and is closely aligned to programs in the community colleges. This has happened in other similar grants. This expands the collaboration across districts and educational institutional levels. The five district partners will have trained facilitators within their own districts that will be able to carry the workshops strategies to their other career technical teachers. As career fields expand, new and additional projects/assignments can be added to the on-line resource bank/ As the Consortium begins dissemination of the grant findings and the program as developed through the project and shares the on-line resources, we believe that there could likely be state-wide implementation of the entire project or at minimum - use of the on-line resources.

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:

Dr. Kathleen Crates University of Findlay Davis Building #157 100 N Main Street Findlay, Ohio 45840 419-434-6552 crates@findlay.edu

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.

Primary Objective: Increased Career Tech (CT) student achievement as measured on CT end-of-course assessments in order to earn college credits and attain industry credentials; leading to the question, “How effective is participating in collaborative professional development geared toward training in assessment procedures in the desired increase in end-of-course test scores and increased industry credential attainment?” Secondary Objectives to Achieve Primary Objective 1. Provide professional development to CT instructors to a. Create a cognitive rigor matrix with curricular prompts for the purpose of assessing the level of rigor on assessments and activities - Evaluation Measure: 100% of the participating CT teachers will utilize Hess's "Cognitive Rigor Matrix" in their curriculum and assessment by Summer 2017. Matrices per program will be developed by workshop participants and implemented. Final workshop will be held in March, 2017, at which time documents will be due to the workshop facilitator and assistant. Documents will be reviewed by facilitator edited where necessary, and then submitted to project evaluator, who will then review and submit final documents by June, 2017. b. Assist CT instructors link their formative and summative assessment and activities to end-of-course assessments and industry credentials Evaluation measure: Number of participants in the assessment workshops will be recorded and monitored. Participants will be instructed and assisted throughout the workshops by the workshop facilitator and assistant; with their final projects being evaluated by the facilitators, and then submitted to the project evaluator for final review. Project evaluator will be present at the four workshops to provide assistance and support as needed and to monitor progress of project. Written feedback will be provided to the workshop facilitator after each session and face-to-face meetings. 2. Maximize the number of CT2 credits earned through participation in CT programs Evaluation measure: Increase percentage of CT students passing the Ohio CT assessments by 15% each year thus increasing the number of CTAG credits that can be earned. Collect data from the participating secondary partner schools on the CT2 credits in the programs in place in each district at the end of each fiscal year; and calculate the percent of increase or decrease of CT2 credits earned. 3. Support industry needs by providing CT students with the opportunity to earn industry credentials in key demand industries Evaluation measure: Increase percentage of students earning industry credential in their related field by 10% each year. Record the credentials in each of the programs and which certifications are offered at the outset of the grant, at the end of each fiscal year and at the conclusion of the project. Calculate the increase or decrease in credentials earned through evaluation of student data which will be submitted by each participating secondary partner school. 4. Creation of a web portal as a discussion board for teachers across partner districts and repository for exemplar work. A Web portal will be developed and implemented after June, 2017, when all work has been evaluated and ready for publication. This on-line open educational resource that will assist CT teachers in curriculum development. NWO Tech Prep will be responsible for establishing and monitoring the portal through their posted website for the period of the grant. 5. Create an on-line course structure that can deliver workshop content to interested teachers in Years 2, 3, 4, 5 and beyond Evaluation measure: Online courses will be created to deliver workshop content and implemented after June, 2017. 6. Benchmark FY'14 and FY'15 student achievement on CT end of course assessments and numbers of credentials earned. Evaluation measure: Baseline data will be provided by each participating secondary partner school for these years. This data has been collected.

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.

With the onset of Career Technical District Grade Cards, the Career Tech Community is very aware of public perceptions of their programs. The two main data sets that are the focus of this project: student performance on CT end-of-course assessments and number of industry credentials earned are both on the grade cards. It is highly likely that the positive data results from this project will spur other districts to replicate the project individually or in collaboration with neighboring districts. The on-line resources available through this project can be utilized by any career technical program in the same career field. With the addition of career fields as the project partners further implement, additional career fields resources will be added to the on-line portal. The model of professional development, focus on Cognitive Rigor Matrix (ODE CTE includes in the new career standards document) and the clearly established on-line workshop format will assist new implementing districts to have a structure and resources to move forward. There will still need to be some face-to-face meetings with teachers but the time commitment will be much less than this project included.

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).

Assurances are in process in the University of Toledo System.
### Consortium Contacts

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ron</td>
<td>Matter</td>
<td>419-661-6352</td>
<td><a href="mailto:rmatter@pentacc.org">rmatter@pentacc.org</a></td>
<td>Penta Career Center - District</td>
<td>051359</td>
<td>9301 Buck Rd, Perrysburg, OH, 43551-3841</td>
</tr>
<tr>
<td>Steve</td>
<td>Bialorucki</td>
<td>419-693-0668 Ext. 2025</td>
<td><a href="mailto:sbialorucki@oregoncs.org">sbialorucki@oregoncs.org</a></td>
<td>Oregon City</td>
<td>044602</td>
<td>5721 Seaman St, Oregon, OH, 43616-2631</td>
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<tr>
<td>Daphne</td>
<td>Derden</td>
<td>419-671-8303</td>
<td><a href="mailto:dderden@tps.org">dderden@tps.org</a></td>
<td>Toledo City</td>
<td>044909</td>
<td>420 E Manhattan Blvd, Toledo, OH, 43608-1200</td>
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<tr>
<td>Debra</td>
<td>Heban</td>
<td>419-473-8335</td>
<td><a href="mailto:dheban@wls4kids.org">dheban@wls4kids.org</a></td>
<td>Washington Local</td>
<td>048231</td>
<td>3505 W Lincolnshire Blvd, Toledo, OH, 43606-1231</td>
</tr>
<tr>
<td>Julie</td>
<td>Sanford</td>
<td>419-824-8578</td>
<td><a href="mailto:jsanford@sylvaniaschools.org">jsanford@sylvaniaschools.org</a></td>
<td>Sylvania City</td>
<td>044875</td>
<td>4747 N Holland Sylvania Rd, Sylvania, OH, 43560-2116</td>
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<tr>
<td>Dr. Kathleen</td>
<td>Crates</td>
<td>419-434-6552</td>
<td><a href="mailto:crates@findlay.edu">crates@findlay.edu</a></td>
<td>University Of Findlay</td>
<td>063743</td>
<td>1000 N Main St, Findlay, OH, 45840</td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
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<td>Prior Relevant Experience</td>
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<tr>
<td>Dawn</td>
<td>Thompson</td>
<td>Tech Prep CT2 Coordinator</td>
<td>Ms. Thompson will coordinate the work of districts and participating CT instructors in securing the CT2 approval from the Ohio Board of Regents for their course work. She runs one or two workshops annually and will include all participating teachers in that work.</td>
<td>Ms. Thompson has been an award winning Career Technical Teacher in the Oregon City Schools. She has worked at Bowling Green State University as an adjunct in the College of Education. She now works part-time with the Tech Prep Coconsortium is assisting teachers/programs in the service area secure course approval from the Ohio Board of Regents. Annually at least 30 new programs are eligible for approval and her target is to get 100% of the college and secondary programs approved,</td>
<td>Ms. Thompson currently assists Tech Prep Consortium partners gain approval for CTAG eligible courses through the Ohio Board of Regents. She host workshops and facilitates the data entry into the portal system. Each year Ohio Board of Regents had new course approve for CTAG approval. She is able to sort what is needed and assist both secondary and post secondary partners navigate the system and gain approval.</td>
<td>Masters</td>
</tr>
<tr>
<td>Paul</td>
<td>Hubaker</td>
<td>Project Manager</td>
<td>Paul is responsible for the day-to-day supervision of grant operations, personnel and activities of the grant. He is the point of contact for the district partners, workshop leader and grant evaluator. He will assist with securing all participants from partners organizations: the 32 secondary CT instructors and the 10 post secondary faculty. He will work closely with the Web Contractor and Northwest State Community College (hosts the Tech Prep website) to ensure that the Web Contractor utilizes a computer management system compatible with their server. He will work with secondary districts to assist with the Quality Mini-grants that will assist districts update software and resource</td>
<td>Mr. Hubaker has been involved in Career Technical Education for 30+ years. He recently retire as a Teacher Educator at the University of Toledo in the area of Career and Technical Education. In that role, he provided education and training to teachers entering directly from industry. In the certification process, he structured the course work and content of the 27 hours requirement and supervised the work-first teachers during the process. As chair of that department, he was involved in grant management as well as fiscal management. His extensive knowledge of the ‘art of teaching’, the district partners in this grant and many of the</td>
<td>Mr. Hubaker has been involved in Career Technical Education for 30+ years. He recently retire as a Teacher Educator at the University of Toledo in the area of Career and Technical Education. In that role, he provided education and training to teachers entering directly from industry. In the certification process, he structured the course work and content of the 27 hours requirement and supervised the work-first teachers during the process. As chair of that department, he was involved in</td>
<td>Educational Specialist</td>
</tr>
<tr>
<td>Dr. Kathy Siebenaler-Wilson</td>
<td>Executive Director</td>
<td>Overall oversight of the project including project personnel, fiscal management, reporting requirements and state-level meetings,</td>
<td>Dr. Wilson has a PhD from Bowling Green State University in Education. She was an active participant in the Stakeholder Groups as the Owens Community College Findlay Campus was created, She has served on various Workforce Development teams in Hancock County. She currently serves as a member of the Findlay City Schools’ Board of Education, She has been involved at the state level in Career Technical Education throughout her career and understands the curriculum process and is well respected in the Career</td>
<td>She has been a Career Technical Director at Findlay Millstream Career Technical Center. She has worked at Bowling Green State University as a Teacher Educator and most recently she was named the Executive Direct of the Greater NW Ohio Tech Prep Consortium, located at the University of Toledo, as part of the College of Education, She has participated and managed in a multitude of grants over her career and is well aware</td>
<td></td>
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<tr>
<td>Dr. Wilson</td>
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Dr. Wilson has a PhD from Bowling Green State University in Education.
<table>
<thead>
<tr>
<th>Technical Community.</th>
<th>of what is necessary for a grant to succeed.</th>
</tr>
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<tbody>
<tr>
<td>Christina Kerns</td>
<td>Workshop Leader</td>
</tr>
<tr>
<td>Ms. Kerns will be facilitating the four workshops for this grant. She will create workshop content, deliver content, resources and serve as virtual mentor to all participants during the project timeline.</td>
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<tr>
<td>Ms. Kerns has served as a high school principal and currently serves as a Curriculum Director at Penta Career Center. She is responsible for the creation of the Career Technical Courses of Study for all of the programs at Penta Career Center. She is an expert in the Cognitive Rigor Matrix and has assisted many of her teachers in its use. Because she is full-time employed at Penta Career Center, Mr. Ron Matter, Superintendent, has agreed to allow us to purchase some of her time for this grant. The grant is only successful if the Workshop Leader is proficient in the Cognitive Rigor Matrix and curriculum organization: as all work revolves around the workshops sessions and the interaction between and among the participants.</td>
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<tr>
<td>In the last 3 years, Ms. Kerns has assisted over 30 teachers create their courses of study at Penta Career Center. She has utilized the Cognitive Rigor Matrix as a central part of the Course of Study. As Principal and now Curriculum Director, she understands the key role that curriculum development and teaching strategies play in student achievement. She is an active presenter at conference and has a friendly demeanor that makes her workshops so successful. The grant is fortunate to have a person of her caliber and experience to deliver the workshop content and assist with creating the version of the workshops.</td>
<td></td>
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<tr>
<td>Bachelor's of Science - Secondary Mathematics Ohio University Masters Degree - Educational Administration Ohio University Superintendent License 15</td>
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| Karen Bleeks        | Tech Prep Web Manager                      |
| Ms. Bleeks will serve as the conduit between the web designer and Northwest State Community College IT department. She will help guide the development of the new section of the web page that will house the Straight A Grant Resources. When all goes on-line, she will be responsible to maintain content of this tab on the tech prep web page www.techprepnwo.org |
| Ms. Bleeks has been part of the creation of at least three websites since being with Tech Prep. She has updated and maintain the current website for tech prep for at least 10 years. She has taking multiple courses regarding website management and is very proficient at the work she does. She works closely with Northwest State Community College, who is a partner in the Greater NW Ohio Tech Prep Consortium, who hosts the website as part of their |
| Ms. Bleeks currently manages the website for Tech Prep. She has done this for at least 10 years. Many of the qualifications listed above serves to reinforce her ability to work with this new section of the website. |
| Masters degree 5 |
Kathleen Crates  |  Project Evaluator  | Dr. Crates is responsible to create the evaluation system that will be used by this project that will allow the flexibility to make changes as needed. It will include data tracking, feedback opportunities for secondary and post secondary faculty as well as project management staff. She will provide quarterly updates to the stakeholders, She will work closely with the Project Manager and the Executive Director of the Consortium.  

Dr. Crates serves as an assistant professor in the College of Education at the University of Findlay. In addition to her teaching and research load, she serves in the EdD program as a chair of multiple dissertation committees, Before working at the University of Findlay full-time, she served as an adjunct professor for both the University of Findlay and Bowling Green State University, Since 2011, she has taught classes in educational administration, curriculum development, classroom management and special education. Dr. Crates has been the recipient of the Ohio Principal of the Year, Ohio Pioneer in Education and the Ohio Association of Secondary School Distinguished Service Award.  

Dr. Crates has presented for local, state, regional, national and international conferences. She also co-authored with Dr. Nicole Williams and Dr. Jon Brasfield an article in the Ohio Council of Professors of Educational Administration Journal. In January 2016 she will become a co-editor of their journal. She has worked throughout her career on multiple grants and the need for evaluation. She has resources for data statistics and is will versed in program evaluation. She will work in collaboration with a statistician to ensure the validity and reliability of the statistical analysis of the data.  

Bachelors from the University of Findlay  
Masters and Doctorate from Bowling Green State University  
Doctorate  
10