

Budget

Midwest Regional ESC (014777) - Logan County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (1)

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	54,400.00	12,000.00	0.00	0.00	66,400.00
Support Services		59,500.00	9,250.00	542,500.00	3,000.00	0.00	0.00	614,250.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	23,100.00	0.00	0.00	0.00	23,100.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		59,500.00	9,250.00	620,000.00	15,000.00	0.00	0.00	703,750.00
							Adjusted Allocation	0.00
							Remaining	-703,750.00

Application

Midwest Regional ESC (014777) - Logan County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (1)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
ONBOARD the West Central Ohio CAREER NETWORK (CN)

2. Project Tweet: Please limit your responses to 140 characters.
The CAREER NETWORK expands adding 12 additional schools giving more at-risk students the opportunity to earn a Manufacturing Credential
This is an ultra-concise introduction to the project.

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				
Pre-K Special Education	K	1	2	3
4	5	6	7	8
36 9	36 10	36 11	36 12	

Year 1				
Pre-K Special Education	K	1	2	3
4	5	6	7	8
37 9	39 10	45 11	48 12	

Year 2				
Pre-K Special Education	K	1	2	3
4	5	6	7	8
38 9	41 10	50 11	55 12	

Year 3				
Pre-K Special Education	K	1	2	3
4	5	6	7	8
39 9	43 10	55 11	60 12	

Year 4				
Pre-K Special Education	K	1	2	3
4	5	6	7	8
40 9	45 10	60 11	65 12	

Year 5				
Pre-K Special Education	K	1	2	3
4	5	6	7	8

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

This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

ONBOARD involves 12 new districts joining 3 existing schools in the CAREER NETWORK. The Basic Credential is approved by West Central Ohio Manufacturers and goals from Harvard's Pathways to Prosperity. The Governance expects an additional 144 students in Year One from 12 new sites. District Superintendents inquired about opportunities for the at-risk/high school population who are not interested in a 4-year college degree. This project provides students with the goal of a HS education and an opportunity for employment. The pilot has grown from the first MRESC site established in 2000, to an additional three schools in 2016-Fairlawn, Indian Lake, USV and now 12 schools-Ada, Adriel, Anna, Botkins, Fort Loramie, Hardin Northern, Liberty-Benton, Ridgmont, Riverside, Russia, Sidney, Waynesfield. Enrollment is expected to grow each year. Governance estimates that the 12 new sites could impact 1127 students by Year 2022. Additional sites that get ONBOARD would increase this number.

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

First and last name of contact for lead applicant
Heather O'Donnell, Superintendent

Organizational name of lead applicant
Midwest Regional Education Service Center

Address of lead applicant
Midwest Regional Education Service Center, 120 Opera Street, Bellefontaine, Ohio 43311

Phone Number of lead applicant
937-498-1354 ext. 5500

Email Address of lead applicant
hodonnell@mresc.org

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

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

Yes

No

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

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

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

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

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

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

Fact: The CN created a career pathway in manufacturing with community partners to assist at-risk youth with the skills & services necessary to reach their maximum potential while supporting Ohio employers to recruit & retain qualified employees. Fact: The CN found that once students navigate the pathway and receive a Credential they 1) possess tools to be lifelong learners, 2) utilize problem-solving & communication skills, 3) function in a technological society. Fact: Students not involved in a credit recovery, career-based program are 4 times more likely to drop out of school, pursue additional education or a career path. In the area to be served approximately 90% of these students will not advance to college. They are left floundering, looking for employment and a self-identity. Employers have had difficulty recruiting & retaining employees in manufacturing. According to the 2015 US Census, Ohio will need twice as many adults with credentials to meet the workforce demand.

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

The CN partnership-1) the MRESC; 2) the Chambers of Commerce from Shelby, Logan, & Hardin Counties; 3) 27 members of the West Central Ohio Manufacturers Association; 4) Honda, WIWA, Emerson Technologies; 5) 3 pilot sites plus 12 new school districts; 6) Ohio Hi-Point Career Center; 7) Rhodes State College, 8) Hancock County Economic Development Commission -will mitigate four challenges: 1) West Central Ohio culture does not fully embrace career technical training in preparing students for rewarding careers, either alone or with two or four-year college preparation. To shift this mindset among students, families, educators & community stakeholders, the project includes comprehensive engagement and training for leaders in each of those groups to deliver accurate and persuasive information about effective academic preparation. 2) In the past, Ohio's social and economic policy has been based on surplus skilled and unskilled labor. In the future, policies must focus on the significant ramifications of growing skilled labor shortages. This shift necessitates a commitment to increase the level of educational achievement of the traditional workforce while reaching out to those who have traditionally been left behind. (Ed. Workforce Policy, Jones, 2014). Ohio needs more traditional and nontraditional programs that include high school curricula, technical training, college coursework, & work-based learning combinations that produce high school graduates who are credentialed to work and are well on their way to an economically viable degree. The target pop in Year One is the 144 high school students from the 12 new school districts joining the CAREER NETWORK who are not served by existing career technical programs & who will not matriculate directly to a four-year college or university. ONBOARD will update the Rhodes State curricula, add online student classes, create videos on careers at local manufacturers, provide video field trips, & develop a Student App featuring a manufacturing mentor for students. 3) Linked learning will include the use of PLATO for credit recovery, math and reading tutoring, and career/manufacturing courses. Workplace skills leading to credential accreditation will be provided to students through trained staff & the MRESC online courses that accompany the updated Rhodes Curriculum. Internships will expand the application of contextual learning. The challenge is to develop a more client-based, post-secondary education system that meets the learning/life style needs of the students, is aligned with employer expectations, and meets academic credential standards. 4) The network recognizes the importance of measuring progress, analysis, & results. The pilot program has developed a successful rubric to measure how well CN has met its goals and objectives & what impact the program may have had on individuals or broader societal goals (outcome evaluation). What will ONBOARD the CAREER NETWORK do for Ohio? The potential is groundbreaking & growing. ONBOARD results will stimulate state-wide replication that will lead to: 1) credit recovery resulting in high school completion, 2) reduced college remediation rates, 3) accelerated postsecondary credential attainment by participating students, 4) productive work-based learning experiences for participating students (internships) & employers, 5) enhanced parent awareness of manufacturing careers, 6) program sustainability, 7) increase the number of qualified employees for Ohio businesses. The theory of change includes both systemic cost reductions & increased productivity (credential attainment). By connecting national expertise (Dr. Knoff & Harvard's Pathways to Prosperity) & local ingenuity, the network will set the stage for students to seamlessly matriculate from high school to a career or college, ultimately saving money for Ohio's taxpayers and families while creating the workforce Ohio needs to remain competitive in the next decade.

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 process. - (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.

By June, 30, 2017: 1) 90% of targeted students will complete work for the Basic Credential while pursuing a high school diploma. 2) The participation of targeted women & minorities will be broadened by 20% in the Credential Program. 3) 70% of students completing the Basic Credential will receive an interview for a summer manufacturing internship program. 4) Virtual PD courses to assist with the Rhode's Pathway Course will be created by the MRESC team. Teachers will be educated online & at Rhodes to ensure in-depth knowledge of the credentialing process. 5) Video field trips & career paths of West Ohio Manufacturers & the student/manufacturers mentoring app will be completed then added to the student Curriculum. 6) Teacher & administrator surveys will show that 90% of the staff value the professional development as a tool to ensure fidelity with earlier training. 7) Student/Parent engagement/achievement publication & website complete & available to public.

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.

The following assumptions are true & define the need for students to participate in a HS program which results in a Credential that can lead to a job or college path. 72% of the labor force in the US does not have a 4-year degree. 30% will earn a 4-year college degree with 50% being unemployed or underemployed. Only 8% will obtain a two-year Associate degree (US Census 2014). A policy that encourages all HS students to aspire to a college degree is flawed; it is not required by a majority of jobs. ONBOARD will utilize a tested curriculum. It will be updated online by the MRESC, ThinkTV & the mentoring app. Linked learning for students studying manufacturing is viable and cost effective, reducing monies used for expensive equipment and textbooks. 77% of all organizations use virtual technology. (Intel white paper 2012). Rhodes, Manufacturing. Assoc., the CN, and MRESC are collaborating in an unprecedented manner to implement new demonstration sites for Pathways.

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

Beginning in 2000, the MRESC has provided an opportunity for at-risk students from 7 school districts to graduate from HS via a non-traditional program. Opportunity School (OS) has evolved, adding social counseling, youth development services, parent classes, & job readiness skills. In 2015 three additional pilot sites were established with similar goals and outcomes: 1) USV (CareerKids), 2) Fairlawn (Learning Zone), & 3) Indian Lake School (Ohio Means Jobs@ Indian Lake). All sites have been using PLATO virtual learning for academic credit recovery programs. At Opportunity School the average student GPA on entry was 1.5 and at graduation the average was 2.1. Credits earned upon entry averaged 9.1 and at graduation 12.63. Students who passed all five state assessments OGT/AIR at entry was 37.8% and at graduation it was 59.01%. (2014-2015 Ohio Alternative Education Challenge Grant Evaluation, Brucker). PLATO has extended student learning through courses that offer work skills & career exploration. Employers are seeking the best possible talent and are increasingly relying on credentials (Plank, DeLuca, & Estacion, 2005). The sites at USV, Indian Lake and Fairlawn are piloting Pathways to Prosperity curricula with the MRESC and Rhodes State. Rhodes has trained all teachers & administrators. Upper Scioto Valley is working

with students, expecting 100% to pass the Credentialing Assessment. ONBOARD will add 12 additional school districts to the existing CAREER NETWORK. "Manufacturers cannot win the race to compete in the global marketplace without the talent they need." (McNally, Pres. Manufacturing Institute) The tested assumptions have been positive with 17 additional superintendents requesting information & 12 districts committing to get ONBOARD the CAREER NETWORK. Superintendents realize that skills gaps exist & must be addressed. The Harvard Progress Report, 2012-2014 describes a growing gap among young adults as well as a dramatic decline in the employment of young adults, which is now at its lowest level since World War II. "Only one young person in three obtains a four-year degree by age 25, and roughly 30 % of the job openings projected over the next decade require some education beyond HS but not necessarily a four-year degree." The CN Governance has been organized since 2010. It has investigated multiple programs before piloting the Pathway curricula with Rhodes. The MRESC will partner in Research and Development on the following items: 1) A Mentor App which would revolutionize the way students and companies connect. 2) Working with ThinkTV on videos of WCO Manufactures and careers, in lieu of multiple field trips. 3) Online manufacturing modules to assist student learning comprised of the Skills Certification System-applied STEM. The updated student program would focus on science, technology, & acute thinking skills, embedding industry-based certification in manufacturing. 4) Rhodes has used the PP curricula since 2006. An online adaptation will be updated/tested by the MRESC. Rhodes has taught this course to incarcerated and unemployed adults. Results are impressive: adults went from 78% unemployed prior to the course to 82% employed upon completion. 5) The Pathways Conference provides staff with targeted workshops on growing networks, data collection/analysis, & future manufacturing workplace innovations. The CN is connecting with manufacturers to design summer internships consisting of 90 hours (three different internships to sample career fields and help students determine if they are "cut out" for a role in the organization), & job interviews with students. Students targeted for these specialized programs do not necessarily aspire to a college degree; most will stay in their community (American Institute for Research 2013). Students can continue certification with Rhodes - from Basic to Intermediate to Advanced which is an associate's degree in one of several manufacturing related fields.

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

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

1. Students will examine their own data & set learning goals. 2. Credentialing: Excel spreadsheets will cite: A) Name, attendance, grade of each student, B) No. of students completing Basic Credential process. 3. Student Work Skill Quality: Supervisors at the manufacturers will assess quality of student work on a scale from One to Five. 4. Quality of Student Experience: Project Coordinators survey each student throughout the Credential process on several factors (e.g. instruction, internship, job readiness, job interview, PLATO) using a scale (1-5). 5. Long Term Outcomes thru 2022: Data on students graduating from each site maintained via surveys & follow-up interviews. 6. Quality of Professional Development: Coordinators will organize staff PD & survey staff following online & conference activity using a survey on a scale (1-5). 7. Governance Monitoring: Progress presented at each meeting to insure timely data, reports, & updates. Minutes recorded.

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

1. Academic/Achievement Gains: Pre/post data collected from ONBOARD the CAREER NETWORK will include student GPAs & credits earned to be displayed on a bar graph specifically - before CN shows GPAs at program entry, after CN (May 2017) shows GPAs upon completing credentialing process and/or graduation. 2. Closing the Achievement Gap: A bar graph will show gender, minorities, & number of students in Sept. 2016. A second data point will show number of students completing the Basic Credential each year thru June 2022. 3. Percentage of Students Passing Ohio Assessments: Data Point One shows average number of assessments students passed on a bar graph at entry while Data Point Two shows number of assessments passed by May 2017. Data will be collected thru June 2022. 4. Absenteeism: Absences to be shown on a bar graph. Data Point One shows average number of absences in May, 2016. Data Point Two shows number of absences in May 2017. Data collected thru June, 2022.

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

The CN is being successfully piloted-100% of teachers and admin. have completed training through Rhodes State. The Opportunity School STEM /career program has received two awards: 1) Program of the Year in Tech. from the 21st Century, 2013. 2) STEM Program of the Year from the Ohio Legislature, 2010. Changes have occurred when outcomes were not realized. A framework has been developed, rationales/assumptions re-examined, & corrections will be made based on the empirical knowledge of the best educators/practitioners who were researched. Adjustments to be made: 1) Aligning curriculum to the State Curriculum; 2) Creating online student modules; 3) Developing a Manufacturing/Student Mentoring App. 4) Promoting the CAREER NETWORK for parents. ONBOARD will adjust outcomes or re-visit assumptions. The Governance observes, collects data, & measures current outcomes & objectives creating a series of deliverables; an evaluation plan, mid-year findings report, & a final report. Indications which measure signals of instability will be discussed. Interventions will be initiated that will change the course if the data show that CN is not on track. The timeline represents an aggressive implementation schedule. Full participation is necessary by all members in order to accomplish the commitments of this proposal-the Governance has already targeted skilled and experienced personnel. The Governance will maintain focus on the project's goal. It will meet one time every week through April 29 monitoring and comparing new & existing data, & then two times each month. The outcomes are clear. Aberrations that distract from goals will be immediately addressed & changes will be directed to the Governance. The CN realizes that change will lead to success only if it meets the rigor & specificity of the project's core standards. The following questions must be answered for each altered assumption 1) What/who will be affected? 2) How will change impact the main goal?

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

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

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

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

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

iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

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

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

i. List the desired outcomes.

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

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

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

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

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

Note: this is the preferred indicator for this goal.

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

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

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

d. Implementing a shared services delivery model

i. List the desired outcomes.

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

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

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

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

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

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

Example: consolidation of transportation services between two districts.

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

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

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

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

- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

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

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

[Enter Budget](#)

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

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

[Upload Documents](#)

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

703,750.00 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.

INSTRUCTION \$66,400 \$12,000 Subs for staff to attend PD student on-line courses. \$1,000 per dist X12 dists \$2,400 Benefits/subs. \$200 per site X12 dists. \$40,000 Student videos for on-line platform. 8 manufacturing & 12 careers by NKTELCO or ThinkTV. \$2,000 per video X 20 videos \$12,000 Lab supplies for @ site. \$1,000 X 12 dists SUPPORT SERVICES \$614,250 \$20,000 - ESC Coord of the 5 coordinators for 12 dists & the new on-line student learning implementation. \$8,500 - Salaries for in-house develop & implemen of student-parent website. \$8,500 - Salaries for the in-house develop & distribut of student publications. \$22,500 - Salaries for the Parent/Student engage meetings \$1,875 x 12 dists. \$2,545 - ESC Coord of project coordinators STRS, Medicare, and Workers Comp. \$1,445- In-house develop of student-parent engagement website STRS, Medicare, & Workers Comp. \$1,445 In-house develop of the student publication STRS, Medicare, & Workers Comp.. \$3,815 Fringe benefit for the Parent/Student meetings STRS, Medicare, Workers Comp. \$2,000 Informational Events \$5,500 Printing & distrib of 10,000 student publications. \$238,000 - 5 dist level contracted coordinators to oversee implementation, internships, & credentialing process with college. \$22,000 Mileage for 5 coordinators \$55,000 Student curricula learning develop and lab \$40,000 -PLATO network via jobs software license. \$144,000 4 internships per dist X 12 dists X \$3,000 per internship. \$12,000 External evaluator for the grant \$24,000 Transportation for 144 students in year one at 12 dists to work-based sites for recruitment or intern activities. \$2,000 per dist X 12 dists equals \$24,000. \$2,500 Supplies for coordinators. 5 coordinators X \$500. \$500 Supplies for Info Events. PROFESSIONAL DEVELOPMENT \$23,100 \$19,500 Pathway Network meeting 13 participant's X \$1,500. \$3,600 PD stipends to teachers to learn student curricula. 2 teachers per site X\$150 stipend X 12 districts

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.

- 96,000.00 a. Sustainability Year 1
- 96,000.00 b. Sustainability Year 2
- 96,000.00 c. Sustainability Year 3
- 96,000.00 d. Sustainability Year 4
- 96,000.00 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.

In the future years FY18 through FY22, the only sustainability costs would be adding any new content in the student on-line courses. It was assumed that each of the 12 districts would spend \$5,000 per fiscal year to add new courses. The other cost would be to continue the student internships with manufacturing and businesses at \$3,000 per fiscal year. This is based on the potential level of students. Thus, the total sustainability costs would be \$8,000 per fiscal year times 12 districts equals \$96,000 per fiscal year as indicated in #14 above. The coordination piece would be absorbed by a current director at the Midwest Regional ESC. The manufacturing credentialing would be provided by the

community college at no cost to the districts in the grant. The student engagement publications would be produced during the grant year. The parent/student and community informational meetings would be performed as an in-kind service of the ESC for the districts. District fieldtrips to manufacturing facilities would not be necessary due to the student to manufacturing app, internships, and the manufacturing tour videos on the student website.

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.

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. Cost Savings in Instruction: Each of the 12 districts could reduce a part-time career education teacher or a computer lab aide in the amount of \$15,000. The salary reduction is due to the new student on-line curriculum lab, on-site internships, and student to manufacturing app. This cost savings is conservative based on the salary of a part-time teacher or an aide. Cost Savings in Fringe Benefits: Each of the 12 districts could reduce their fringe benefits. There would be fringe benefits cost savings of \$2,543 from the retirement, Medicare, and Workers' Compensation associated with the \$15,000 reduction in salary noted above. Cost Savings in Purchased Services: Each of the 12 districts would have \$3,000 savings from a free student to manufacturing app provided to those in the program. Each of the 12 districts would have \$2,400 in cost savings from not having to do student fieldtrips due to the new student on-line manufacturing tour videos and on-site internships. Rhodes Community College would provide free credentialing for manufacturing careers. The credentialing cost is \$449 per student, which will be waived. Thus, each of the 12 districts will have a cost savings of \$449 times the number of students being credentialed.

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.

Reallocation from Salaries/Wages: In future years FY18 through FY22, each district would be able to reallocate \$1,000 from the salaries line item due to not having to pay for substitutes in order for teachers to attend professional development sessions. Another \$6,000 will be reallocated from salaries line item for not having to pay a current teacher to teach specific career education courses or an aide that will now be through the on-line student learning manufacturing curriculum developed through the grant. A total of \$7,000 will be reallocated from salaries/wages line. Reallocation from Fringe Benefits: In future years FY17 through FY22, there would be \$1,000 reallocated from the associated fringe benefits line (retirement, Medicare, and Workers' Compensation) as a result of the \$7,000 reallocated in the salaries/wages line. Thus, a total of \$8,000 per year, per district, will be reallocated.

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 Team Key Personnel information by clicking the link below:

[Add Implementation Team](#)

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. Date range; 6/1/2016 - 10/30/2016

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

A. Project Management-MILESTONES & BENCHMARKS follow: 1) Fiscal Management Team assembled by MRESC. 2) Project Management/Coordinator Team assembled by MRESC. 3) Convene Governance network members, partner entities, & stakeholders to guide project implementation & make critical decisions based on recommendations from ONBOARD sites Ada, Adriel, Anna, Botkins, Fort Loramie, Hardin Northern, Liberty-Benton, Riverside, Ridgement, Russia, Sidney & Waynesfield - The Governance meets one time every week through

April 29 monitoring and comparing new & existing data, & then two times each month through the duration of the grant period. ONBOARD BECOMES PART OF THE CAREER NETWORK. B. Assemble staff-MILESTONES & BENCHMARKS follow: 1) Point person for each manufacturer, Rhodes, and schools connected to a coordinator. 2) Identify PLATO courses & other digital content needed for Basic Credentialing including the Student-Parent Engagement website. C. Engagement/Training toward Professional Development - MILESTONES & BENCHMARKS follow: 1) Professional development team assembled - Rhodes curriculum updated and student modules created. 2) Professional development for instructors/administrators at Rhodes. 3) Informational booklets, website, & program for students/parents at each school. 4) Assign IT to investigate PLATO programming and online requirements-MILESTONE 5) Students selected at all sites-MILESTONE BENCHMARK: This project includes professional services contracts. All contracts and key appointments will be approved by the MRESC, as the fiscal agent, in a public meeting, following all usual procurement laws and policies. A. Tom Mandryk of Mandryk & Associates conducts initial site visit for evaluation. B. Dr. Howard Knoff, pro-bono, implementation of "soft workforce skills"- recommendations are addressed in Student Credentialing Curriculum. C. Consult with Terry Terhark, pro-bono, Mentoring App

22. Implementation(grant funded start-up activities)

a. Date Range 10/30/2016 - 6/30/2017

b. Scope of activities - include all specific completion benchmarks

A. Project Management - MILESTONES & BENCHMARKS follow: 1) ONBOARD the CAREER NETWORK Governance meetings include updates from the PD team, fiscal team, Coordinators, IT team, & project director. 2) Fiscal has completed contracts with PLATO & shared service agreements for each site. 3) All encumbered funds are spent. 4) Financial and performance reports are filed with the ODE. 5) Students are participating at all sites & manufacturers have established criteria & interviews for internships and career jobs. B. Professional Development Training - MILESTONES & BENCHMARKS follow: 1) Conference on Pathways to Prosperity for all team leaders & one representative from each school. 2) Online activities are completed: Professional Development by 9/11/2016, student online courses by 11/11/2016, Student/Manufacturing App by 1/25/2017, Student-Parent Engagement website complete by 4/15/2017. 3) Online course provided to all instructors at all sites - participants will receive a certificate & badge of accreditation. C. First data points are established by Evaluator Consultants - MILESTONES & BENCHMARKS follows: 1) Incorporate methods for assessing student competencies in both formal classroom settings & work-based settings. This includes the internship & career/job interviews. BENCHMARKS: A. Progress report completed to reflect grant promises. Schedule finalized for follow up assessments at the end of each successive school year to measure impact of initiative in context with the goals. B. Work-based learning experiences aligned with Basic Credential & student curriculum (Rhodes/MRESC). C. Provide internship interviews with students who have completed Basic Credentialing. D. Final implementation progress reported by Governance; disseminated to all consortia superintendents & BOE's. E. Summative implementation evaluation completed. Progress reports will be updated for the next five years - 2022.

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

a. Date Range 06/30/2017 - 6/30/2022 and beyond

b. Scope of activities - include all specific completion benchmarks

A. Student participation at each site has grown significantly from the "start-up" figure of twenty-five students at each site to fifty plus students at each site - MILESTONES and COMPLETION BENCHMARKS follow: 1) Student internships have increased by 10% each year with the West Central Ohio Manufacturing Association providing funding for mini-student internships. 2) Students choosing to continue the credentialing process is 90% or greater. The Coordinators continue to work with Rhodes State and Dr. John Berry to insure the fidelity of the credentialing process. 3) 70% of students use the Manufacturing/student App. B. The Student-Parent Engagement website has been completed - COMPLETION BENCHMARK. 1) The website & 20 page, full color engaging booklet allows students and their parents to explore the various manufacturing careers available at the different manufacturers in West Central Ohio. 2) The site & booklet provides an overview of the CAREER NETWORK to parents which is informational and used in recruiting. C. The no. of manufacturers participating in the program has grown each year by one - MILESTONE. D. The MRESC Professional Development Team working with Rhodes State and Think TV has updated the ten-year curriculum (Connected to Ohio's Learning Standards and added student video clips of careers and manufacturing partners) - MILESTONE. 1) Professional development for CAREER NETWORK educators and general educators in the MRESC utilizing designed virtual learning will increase by 70%. COMPLETION BENCHMARK. E. Mandryk & Associates will provide the Ohio Department of Education with clear metrics related to each goal - MILESTONES & BENCHMARKS follows. 1) Data will be collected and analyzed on a quarterly basis. All results will be shared with the ONBOARD the CAREER NETWORK Governance Committee and each district School Board. F. Dr. Howie Knoff will check data from evaluations & make recommendations.

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:

The piloted CN is moving forward accelerating students toward postsecondary credentials. Instructional changes have occurred; in spring of 2016 students will graduate from HS with a recognized postsecondary approved Manufacturing Credential, 2 semester hours of college credit, & internships. Lessons have been learned that include incorporating linked learning via open labs, tutoring, virtual courses, & use of PLATO. Instructional change will continue with ONBOARD to support attainment of an economically viable credential concurrent with HS graduation & to increase the no. of students who graduate for an entry level career. The initiative is targeting 180 students counting the pilot

sites & anticipates increasing that number to over 1127 at 16 sites through expansion & replication by 2022. Rhodes will become an important partner as students choose to increase credentialing from Basic to Intermediate to Advanced. A career information & advising system will be built for students/families. Organizational change will occur: 1) The change in PD delivery is necessary; the MRESC has the talent to develop courses uniquely aligned to important topics for instructors/administrators. This delivery extends beyond virtual learning to live/taped broadcasts. 2) As counselors have taken on additional roles, additional school staff will participate in students' career development—a team approach. Few schools are combining these opportunities into competency-based programs which include technical training & intern experience aligned to student career interests & the community's economic development needs. The Governance which represents educa, industry, and the community (including students and parents) will guide each manufacturing pathway. This shift away from insular programming that exists only within a school or college means the programs are positioned to be responsive to changes in the landscape, including industry needs, education requirements, & student demand.

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:

Project evaluator: Mr. Tom Mandryk of Mandryk & Associates Email: tmandryk@sbcglobal.net Mail: 8437 Cypress Trail, Waynesville, OH 45068
Phone: 937-409-9239

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 CN is committed to a rigorous program of research and evaluation in order to produce key information about the emerging model and how it relates to student outcomes and economic impact. A systematic research process will be conducted and will employ an internal team who will work with Tom Mandryk, Evaluation Consultant, on the program evaluations. The evaluations will use qualitative, quantitative, and mixed-methods data collection and analysis. The evaluations will be focused on the degree to which the model is supporting student achievement, cost-effectiveness, and fulfilling the workforce needs of the local community 1) Accelerating student achievement and deepening at-risk student learning by meeting the academic needs of each student; 2) Decreasing achievement gaps across student groups; 3) Aligning with Basic Credentialing Standards and career-ready graduation requirements; 4) Increasing the effectiveness of educators through PD; 5) Increasing the rates at which at-risk students graduate from high school prepared for college and/or careers. 6) Meeting the demand of local employers for skilled workers with credentials. The research questions will consider the impact of the CN as it relates to creating the conditions for sustainability and expansion across the state, including how the model is: 1) Involving collaboration with community partners; 2) Leveraging technology and work-based experiences to deepen learning; 3) Using technology to improve PD and instructional learning; 4) Increasing student productivity and internships; 5) Building community-wide support for student achievement. Methods for Evaluation With these over-arching questions, third-party research and evaluation of the model will require an approach that is formative in nature and culminates at the end of five years with a summative evaluation that contains longitudinal data and addresses future program needs. The evaluation will employ a variety of qualitative, quantitative, & mixed methods research. Qualitative methods will include: (a) case studies of schools, classrooms & informal learning environments; (b) interviews with students, teachers, leaders, staff, parents, community partners; (c) field observations of classrooms, community partner informal learning; & (d) school focus groups with students, teachers, staff, parents, business & community partners. Quantitative methods will include: (a) surveys with students, teachers, leaders administrators, staff, parents, business and community partners; (b) data analysis of student academic outcomes both internally & compared with traditional school counterparts from across the state & nation; (c) data analysis of student outcomes; (d) data analysis of business and community partner involvement; (E) data analysis of teacher and staff professional development program outcomes; (F) data analysis of specific performance measures; (G) data analysis of efficiencies/productivities; and, (H) data analysis of regional impact. Mixed methods research will employ a longitudinal evaluation to determine the overall impact of the model and will combine qualitative & quantitative data to help determine whether the model is able to create the desired outcomes.

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.

The ONBOARD proposal is designed to be scaled-up & creates a model for schools across the state, solving the known challenges through an innovative initiative. The groundwork was developed in 2000 with a Jobs curriculum & is being fully piloted at 3 sites. All Coordinators will meet monthly; part of the agenda will include a discussion of regional and state implementation of program strategies. 1) ONBOARD the CAREER NETWORK can be scaled-up in a school within 3 months of time. The MRESC knows this is a valid timeline-it has been accomplished by: 1) selecting students, 2) developing a schedule, 3) creating a partnership with a local manufacture including student internships, 4) PD credentialing for staff, 5) implementing the curriculum. 2) Articles will be submitted for publication in the WCO Manufacturing Journal, the Ohio Career Center Publication, and Pathways to Prosperity Publication. Governance members will work pro-bono, promote the program - accepted at Battelle Int. Conf & OSBA Conf. 3) The project includes strategies from Pathways to Prosperity; a 10 year Rhodes tested program & current pilots. Technical assistance will be provided to each site. Visits to CAREER NETWORK sites will be welcomed. The Chambers of Commerce, Ohio Hi-Point Career Center & Workforce Development Agencies will support the work of this project by providing structure & oversight to the Governance. 4) Collecting & sharing procedures to ensure safety of students and protection of

business interests will be important to replication. The Mentor App will be developed & shared. Outreach materials (Student Engagement Publication) will assist in helping manufacturing connect programs to future HR & financial success. There exists a plan to increase the scale & scope of the project -evidenced by the number of new school partners & numerous inquiries nearly every day. Today, April 29 Hardin-Houston Schools requested CN information and an invitation to join in FY18.

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 accept: Heather O'Donnell Superintendent Midwest Regional Educational Service Center 120 Opera Street. Bellefontaine, Ohio 43311 937-498-1354 Ext. 5500 hodonnell@mresc.org

Consortium

Midwest Regional ESC (014777) - Logan County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
John	Scheu	937-497-2200	John.scheu@sidneycityschools.org	Sidney City	044784	750 S 4th Ave, Sidney, OH, 45365-1163	
Suzanne	Darmer	419-634-6421	darmers@adabulldogs.org	Ada Exempted Village	045187	725 W North Ave, Ada, OH, 45810-1176	
Chris	Pfister	419-568-8024	pfisterc@wgschools.org	Waynesfield-Goshen Local	045971	500 N Westminster St, Waynesfield, OH, 45896-9448	
Scott	Mann	937-585-5981	smann@riverside.k12.oh.us	Riverside Local	048090	2096 County Road 24 S, De Graff, OH, 43318-9406	
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Andy	Bixler	937-394-2011	abixler@anna.k12.oh.us	Anna Local	049759	PO Box 169, Anna, OH, 45302-0169	
Emmy	Beeson	937-354-2141	beeson@ridgemont.k12.oh.us	Ridgemont Local	047506	560 Taylor St W, Mount Victory, OH, 43340-8802	
Jeff	Price	419-759-2331	Jeff.Price@HardinNorthern.org	Hardin Northern Local	047498	11589 State Route 81, Dola, OH, 45835-9706	
Jim	Kanable	419-422-8526	JKanable@liberty-benton.org	Liberty-Benton Local	047449	9190 County Road 9, Findlay, OH, 45840-8811	
Jerry	Lenhart	937-465-0010	Jerry.lenhart@adriel.org	Adriel-Detroit Street	140764	590 N Detroit St, West Liberty, OH, 43357-9540	

Partnerships

Midwest Regional ESC (014777) - Logan County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Thomas	Mandryk	937-885-4825	tmandryk@sbcglobal.net	Mandryk & Associates		8437 Cypress Trail, , Waynesville, Ohio, 45068	
Mark	Zumberger	937-935-9801 Ext. 65701	mark_zumberger@hlm.honda.com	Honda Transmissions Manufacturing		6964 - St Rt. 235, , Russells Point, Ohio, 43348	
Don	Baird	937-498-3011	don.baird@emersonclimate.com	Emerson Climate Technologies		1675 Campbell Rd, , Sidney, Ohio, 45365	
Jeff	Wold	419-757-0141	jwold@wiwalt.com	WIWA Corporation		107 North Main St., , Alger, Ohio, 45812	
John	Berry	419-995-8439	BerryJ@rhodesstate.edu	Rhodes State College		4240 Campus Drive, , Lima, Ohio, 45804	
Mike	Dodds	937-498-9554	deb@choosedidneyshelby.com	Sidny-Shelby Economic Partnership		101 S. Ohio Ave., , Sidney, Ohio, 45365	
Jon	Cross	419-673-4131	alliance@hardinohio.org	Chamber of Commerce for Hardin County		225 South Detroit Street, , Kenton, Ohio, 43326	
Paul	Benedetti	937-599-5121	Ceo@logancountyohio.com	Chamber of Commerce for Logan County		100 S. Main St., , Bellefontaine, Ohio, 43311	
Douglas	Durliat	419-995-8353	durliat.d@rhodestate.edu	West Ohio Manufacturers Association		Rhodes State College, , Lima, Ohio, 45804	
Jeff	Raible	937-492-9122	jraible@sidneyshelbychamber.com	Chamber of Commerce for Shelby County		101 S. Ohio Ave., , Sidney, Ohio, 45365	
Howie	Knoff	501-312-1484	knoffprojectachieve@earthlink.net	Project ACHIEVE		49 Woodberry Road, , Little Rock, Arkansas, 72212	
Gloria	Skurski	937-220-1645	gskurski@thinktv.org	ThinkTV		Public Media Connect, , Dayton, Ohio, 45402	
Rick	Smith	937-599-3010	rsmith@ohiohipoint.com	Ohio Hi-Point Career Center		2280 State Route 540, , Belle, Ohio, 43311	

Implementation Team

Midwest Regional ESC (014777) - Logan County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project
Deborah	Ellis	Coordinator Five	Coordinator FIVE will monitor Sidney and Waynesfield sites in Shelby and Hardin Counties. The Coordinator will develop relationships with local manufacturers including Emerson and WIWA, the Governance Board, and West Ohio Manufacturers Association on internships, credentialing procedures, and professional development. Specific duties will include: 1) Serving as a liaison between each site and the manufacturer. 2) Serving on the Governance Committee. 3) Collecting assessment data from the Site Director and providing this to Mandryk & Associates evaluators. 4) Insuring that all staff have completed professional development from the MRESC and PLATO. 5) Reviewing data and data analysis with school board administrators. 6) Insuring that the Credentialing Process is being completed with fidelity. 7) Writing two professional articles as the program	Mrs. Ellis has served as a Coordinator for numerous state and federal grants. Recently she worked with the MRESC as the Coordinator for the STEM Grant from the Ohio Department of Higher Education. She has organized personnel, managed budgets, ordered equipment and materials. She has promoted each grant project through presentatons at conferences. Mrs. Ellis has received accommodations for her work with at-risk students, especially in the areas of gifted education. She currently serves in the following leadership positions: Chair, Board of Trustees, The Ohio State University, Lima Campus Chair, OSU Lima External Relations Committee Chair, Staff/Parish Relations at First United Methodist Church Board Member, Mary Rutan Foundation Board Member, Logan County Cancer Society Co-Director, Warm Clothes for Kids program, agency of the Logan County United Way Chair of Board & Executive Committee, Green Hills Retirement Community Board Member, Green Hills Development Committee Member of the United Way Campaign Committee	Presentations Made at State, National, and International Levels ACT State Annual Conference 2013, 2011, 2010, 2009 Columbus, Ohio OACAC Counselors State Conference 2012 Columbus, Ohio OADEP Dual Enrollment State Conference 2012 Columbus, Ohio Regional High Schools That Work Conference 2011 Toledo, Ohio Assoc. for Career & Technical Education State Conference 2011 Columbus, Ohio Assoc. for Career & Technical Education Natl. Convention 2010 Las Vegas, Nevada Ohio School Improvement Institute 2010 Columbus, Ohio Buckeye Assoc. of School Administrators 2010 Columbus, Ohio Marysville School District 2010 - 2013 Marysville, Ohio Job Title: Coordinator of Gifted Services 7-12 Bellefontaine City Schools 1975-2010 Bellefontaine, Ohio Job Titles: Gifted Coordinator, Grant Writer/Coordinator of Student Resources, Elementary Principal, Curriculum Resource Coordinator, Mathematics Coordinator, and Elementary Teacher Shelby County Schools 2009 Sidney, Ohio Job Title: STEM Grant Coordinator Ohio Department of Education 2001 Columbus, Ohio Job Title: Baldrige Trainer and On-Site Assessment Examiner Urbana City Schools 1995 Urbana, Ohio Job Title: Gifted Instructor/Consultant Ft. Bend Independent Schools 1992 Houston, Texas Job Title: Gifted Consultant Ohio Department of Educatio	Master of Education Administration University of Dayton Masters of Ed. Wittenberg University	100

			<p>progresses. 8) Presenting at two state conferences. 9) Setting up internships with manufacturers. 10) Responding to questions from the Ohio Department of Education.</p>		1989		
Howie	Knoff	Independent Consultant at no cost to grant	<p>Dr. Howard Knoff will serve as an independent consultant and will review major parts of the grant during the implementation and sustaining process. He will provide recommendations to the Governance Committee.</p>	<p>Howard M. Knoff, Ph.D. is the creator and Director of Project ACHIEVE. After 22 years as a university professor, he is now a full-time national consultant, author, and presenter; and he has been the Director of the State Improvement/Personnel Development Grant for the Arkansas Department of Education-Special Education Unit since 2003. Formerly a Professor of School Psychology at the University of South Florida (Tampa, FL) for 18 years and Director of its School Psychology Program for 12 years, Dr. Knoff was also the creator and Director of the Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy at USF. Dr. Knoff has worked with the MRESC since 2005 on reviewing both federal and state grants. This has included making recommendations to the grant governing boards.</p>	<p>As Director of Project ACHIEVE, a nationally-known school effectiveness/improvement program that has been designated a National Model Prevention Program by the U. S. Department of Health & Human Service's Substance Abuse and Mental Health Services Administration (SAMHSA), Dr. Knoff has trained thousands of schools or school districts over a 30-year career. As Director of the second Arkansas State Improvement/Personnel Development Grant (SIG/SPDG), now a five-year \$1 million per year grant from the U.S. Department of Education, Office of Special Education Programs, he helps to oversee the primary SPDG goals of: statewide implementation of Project ACHIEVE's Positive Behavioral Support System (PBIS) approach; literacy and mathematics interventions for at-risk, underachieving, and students with disabilities; Response-to-Instruction and Intervention and Multi-Tiered Systems of Support, Closing the Achievement Gap, and technical assistance to schools/districts in School Improvement status; and special education and related service personnel recruitment, training, and retention. Dr. Knoff received his Ph.D. degree from Syracuse University in 1980, and has worked as a practitioner, consultant, licensed private psychologist, and university professor since 1978. Dr. Knoff is widely respected for his research and writing on school reform and organizational</p>	Ph.D. degree from Syracuse University in 1980	2

					change, consultation and intervention processes, social skills and behavior management training, Response-to-Intervention, and professional issues. He has authored or co-authored 18 books, published over 100 articles and book chapters, and delivered over 1,000 papers and workshops nationally-including the Stop & Think Social Skills Program (Preschool through Middle School editions) and the Stop & Think Parent Book: A Guide to Children's Good Behavior both through Cambium Learning/Sopris West Publishers. Among his recent books are the following: - Knoff, H.M., & Dyer, C. (2014). RTI2-Response to Inst		
Shawn	McElroy	Director of Organizational Development	Shawn will be the project co-lead for developing the many parent-student engagement components of the grant. He will assist and oversee the community engagement website that will be used to educate and communicate to students and their parents the possibilities and advantages of pursuing a career in manufacturing. Shawn will also work with region manufacturers to coordinate the critical content of the website. As the co-project leader, he will also create the scope of work for the website project and work with the web developer to design and fully develop the website. Mr. McElroy will assist with curriculum development and	A public sector leader with demonstrated organizational, analytical and communications skills. Proven capacity to develop and execute innovative solutions to complex organizational problems. Achievement-oriented with foresight; a team player who can manage multiple projects, people, and resources while working independently within an organizational framework. More than 13 years of local and state government experience with expertise in the following areas: - Operations & Project Management - Budget Administration/Fiscal Analysis - Public Speaking - Personnel Management - Operations Analysis - Enforcement of Regulations - Grant Development & Management - Volunteer Coordination/Recruitment - Product & Service Development .	The ESC serves three rural counties with a combined population of 110,000 covering approximately 1500 square miles. The Department of Organizational & Professional Development is responsible for assisting the Superintendent in the overall operations of the organization. Duties and Responsibilities: Develop strategies to improve operations and support services deemed essential by the service center and client organizations. Recommend policy and administrative procedures to create efficiencies in the delivery and evaluation of services. Prepare and present reports on key issues to be considered by the Governing Board and key stakeholders. Assist Superintendent with the development of services, including, but not limited to: professional development, OTES/teacher evaluation, needs assessment, parent engagement/marketing (DRUND), etc. Serve as team leader for various initiatives. Monitor emerging educational and legislative trends. Create professional development	Master of Public Administration, Overall GPA 3.95/4.0 Cleveland State University: Levin College of Urban Affairs	15

			insure that the entire process is completed on budget with fidelity.		plans and programs to support the continued growth of staff. Assist with strategic planning at the organizational and departmental level. Serves as a liaison/resource to client organizations regarding program development, implementation, and evaluation processes. Achievements: Successfully developed a RFP and project management template for a merger analysis/feasibility study funded by the Ohio Department of Development's Local Government Innovation Fund. Met merger analysis timelines and budgetary restrictions. Increased customer satisfaction while streamlining the delivery of professional development and gifted services. Developed and implemented extended professional development catalog in an effort to expand instructional coaching opportunities, prepare districts for upcoming reforms, and ensure overall compliance with HQT guidelines.		
Dennis	Recker	Coordinator Two	Coordinator Two will monitor Liberty-Benton in Hancock County. The Coordinator will work with WIWA, the Governance Board, and West Ohio Manufacturers Association on internships, credentialing procedures, and professional development. Specific duties will include: 1) Serving as a liaison between each site and the manufacturer. 2) Serving on the Governance Committee. 3) Collecting assessment data from the Site	Superintendent of Upper Scioto Valley Local Schools, McGuffey, Mr. Recker helped design the current CAREER NETWORK and worked with Rhodes to get instructors credentialed in College Credit Plus. He has worked with WIWA on a rotating internship program. His leadership has resulted in the first group of students completing the 40 hour requirement from Rhodes and taking the Basic Credentialing Test. In addition, Mr. Recker will be presenting current data for the CAREER NETWORK at the BASA Conference and Conference for Rural Schools presented by Battelle for Kids.	Ohio 2012-present University Mentor for student teachers, Bowling Green State University, 2011-2012 school year Superintendent of Liberty-Benton Local Schools, Findlay, Ohio 1990-2009 Secondary Curriculum Coordinator/Staff Development, Putnam County Schools High School English, Health and Physical Education, Guidance Counselor, and Assistant Principal for Miller City-New Cleveland Local Schools English/Journalism teacher, Eastwood Local Schools. Mr. Recker has written and presented extensively. Ohio Capital Conference presentation on CLEP implementation and student/district educational impact State conference presenter on implementation of College	ACADEMIC DEGREES AND CERTIFICATIONS B.S. Bowling Green State University M.Ed. Bowling Green State University	33

			<p>Director and providing this to Mandryk & Associates evaluators. 4) Insuring that all staff have completed professional development from the MRESC and PLATO. 5) Reviewing data and data analysis with school board administrators. 6) Insuring that the Credentialing Process is being completed with fidelity. 7) Writing two professional articles as the program progresses. 8) Presenting at two state conferences. 9) Setting up internships with manufacturers. 10) Responding to questions from the Ohio Department of Education</p>		<p>Level Examination Placement (CLEP) Guest lecturer for BGSU and University of Findlay graduate students in administration on the topics of: School Finance (Dr. Paul Blaine) Facilities Planning and Design (Dr. Joyce Plummer and Dr. Dan Ross) Student Services (Dr. Kathleen Crates) Four time presenter at Ohio School Boards Association Capital Conference on topics of improving student achievement and school improvement. Keynote presenter at Ohio Association of Local School Superintendents Annual Conference on utilizing quality management in classrooms. Keynote presenter at Northwest Ohio Superintendents Retreat (Atwood Conference-2009) Honda of America Innovative Practices Conference The School Administrator, June 2004, "Could Adults Pass High-Stakes Math?" Quality Progress, April 1993, "Back to the Basics: Science, Math, and Technology" Ohio School Boards Association Journal, May 2004, "Adults Taking OGT Question Its Value"</p>		
Lisa	Huelskamp, PH.D.	Coordinator One	<p>Coordinator ONE will monitor Adriel, Anna, and Botkins school district sites in Shelby and Logan County. The Coordinator will work with Emerson Technologies, the Governance Board, and West Ohio Manufacturers Association on internships, credentialing procedures, and professional development. Specific duties will include: 1) Serving as a liaison between each site and the</p>	<p>Mrs. Huelskamp has served as a Coordinator for numerous state and federal grants - this includes grants from the Ford Motor Company and Battelle STEM Grants. In addition she has received numerous awards that include the -Ohio Recipient awarded by the Ohio Association of Teacher Educators (OATE) Governor's Thomas Edison Award for Excellence in STEM Education, August 22, 2012 National Assessment Governing Board (NAGB) Ohio nomination, September, 2010 Governor's Award for Excellence in Youth Science, 1999-2000, 2000-2001 Dr.</p>	<p>Dr. Huelskamp has extensive experience as a Science and Technology Teacher from 1992 to 2004. She has written over fifty published articles. She has presented at numerous national and state organizations which includes: the International Technology Education Association conference, North American Association for Environmental Education, National Science Teachers Association and the Ohio Association of Gifted Children Conferences. Dr. Huelskamp has provided professional development through Bowling Green State University, The Ohio State University, the</p>	<p>Ph.D. in STEM (science, technology, engineering, mathematics) Education from The Ohio State University, Columbus, Ohio M.A. in Gifted Ed.</p>	100

			<p>manufacturer. 2) Serving on the Governance Committee. 3) Collecting assessment data from the Site Director and providing this to Mandryk & Associates evaluators. 4) Insuring that all staff have completed professional development from the MRESC and PLATO. 5) Reviewing data and data analysis with school board administrators. 6) Insuring that the Credentialing Process is being completed with fidelity. 7) Writing two professional articles as the program progresses. 8) Presenting at two state conferences. 9) Setting up internships with manufacturers. 10) Responding to questions from the Ohio Department of Education.</p>	<p>Huelskamp has taught numerous courses at The Ohio State University. She currently serves as a Middle School Gifted Education Coordinator for grades 6-8 at Westerville which includes curriculum and instruction development, career/job readiness, and working with community partners and stakeholders.</p>	<p>National Science Foundation, Battle for Kids, and the Ohio Association for Gifted Children. Her professional affiliations include International Technology Education Association (ITEA), 2004-present International Society for Technology in Education (ISTE), 2004-present North American Association of Environmental Education (NAAEE), 1998-present, National Association for Research in Science Teaching (NARST), 1998-present, STEM Education Coalition, 2008-present National Science Teachers Association (NSTA), 1998-present National Association of Teachers of Geological Sciences (NATGS), 2004-present. National Middle Level Science Teachers Association (NMLSTA), 2003-2008.</p>		
Ron	Nufrio	Coordinator Three	<p>Coordinator Three will monitor Ada, Fort Loramie, and Hardin Northern school district sites in Hardin and Logan Counties. The Coordinator will work with Emerson Technologies, the Governance Board, and West Ohio Manufacturers Association on internships, credentialing procedures, and professional development. Specific duties will include: 1) Serving as a liaison between each site and the manufacturer. 2)</p>	<p>Mr. Nufrio has served as a federal grant coordinator for Project ACHIEVE. He has coordinated educators, business, and colleges to work on an evidence-based program. Additionally he has taught graduate classes for the University of Dayton and Edison State Community College. He has served as a member of the Shelby County Drug Free Coalition,, a member of the Ohio Attorney General's Advisory council, and a member of the Sidney-Shelby County Business Education Partnership.</p>	<p>Prior relevant experience includes ten years of directing and evaluating pilot sites in Sidney and eight school districts in Shelby County. Mr. Nufrio has published over eight major white papers for the American Secondary Education and the School Counselor. He is affiliated with the American School Counseling Association, Ohio School Counseling Association, National Alliance for Mental Health, and the James P. Humphrey Sidney-Shelby County Black Achievers Scholarship Committee.</p>	M.S. University of Dayton in Counseling and Administration	100

Serving on the Governance Committee. 3) Collecting assessment data from the Site Director and providing this to Mandryk & Associates evaluators. 4) Insuring that all staff have completed professional development from the MRESC and PLATO. 5) Reviewing data and data analysis with school board administrators. 6) Insuring that the Credentialing Process is being completed with fidelity. 7) Writing two professional articles as the program progresses. 8) Presenting at two state conferences. 9) Setting up internships with manufacturers. 10) Responding to questions from the Ohio Department of Education.

Lori	Dyer	Coordinator Four	Coordinator Four will monitor Riodegon, Riverside, and Russia in Hardin and Shelby Counties. The Coordinator will develop a relationship with local industries, the Governance Board, and West Ohio Manufacturers Association on internships, credentialing procedures, and professional development. Specific duties will include: 1) Serving as a liaison between each site and the manufacturer. 2)	Mrs. Dyer helped to set up the current CAREER NETWORK. Mrs. Dyer has received a Masters Degree in Economic Education and has worked twenty-five years in education. She has extensive teaching experience, and served as a District Committee Chairperson for the Ohio Improvement Process. She is published in textbooks and is coauthor of the book, United Agriculture Mechanics Textbook. Master Teacher, Curriculum for Agriculture Science Education, (CASE) 2011-Present Taught STEM based curriculum to teachers in 6 locations around the country, mentored co-teachers and facilitated on-line	Mrs. Dyer has served as a member on numerous boards and is a member of the Association for Career and Technical Educators. Mrs. Dyer has monitored numerous state and federal grants. She has presented at conference and has an impressive resume on publications and papers that she has published. PUBLICATIONS AND PAPERS Untitled Agriculture Mechanics Textbook, coauthor Goodheart-Wilcox, publisher, Scott Gauthier, editor [wrote 7 of 30 chapters of STEM based instructional text in Agricultural Mechanics for high school students, including chapter on careers and job seeking skills for mechanics students, currently in final	Bachelors of Science from The Ohio State University in Science Agriculture and a Master in Economics Education from Delaware Univ.	100
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			<p>Serving on the Governance Committee. 3) Collecting assessment data from the Site Director and providing this to Mandryk & Associates evaluators. 4) Insuring that all staff have completed professional development from the MRESC and PLATO. 5) Reviewing data and data analysis with school board administrators. 6) Insuring that the Credentialing Process is being completed with fidelity. 7) Writing two professional articles as the program progresses. 8) Presenting at two state conferences. 9) Setting up internships with manufacturers. 10) Responding to questions from the Ohio Department of Education.</p>	<p>community of practice for each institute participants to continue professional development. Vocational Instructor, Agriculture Education, 1984-2014 Developed all course curricula, course structure, administered grades and supervised students with cooperative work placement. Worked closely with advisory committee to implement local workforce development needs related to program. Waynesfield-Goshen Local, Upper Scioto Valley Local, Allen East Local Schools Instructor-Adult GED and ABLE instruction 1985-86 Worked with adult students on preparation for General Equivalency Exam, Ohio Hi-Point Career Center. RELATED EXPERIENCE Ohio Improvement Process, District Committee Chairperson 2010 - 2012 Encouraged consensus and collaboration with all teachers in the district to make improvement in educational quality of school district. Worked with all stakeholders including local businesses</p>	<p>production.] MEMBERSHIPS Association for Career and Technical Educators, including state chapter. National Association of Agriculture Educators, including state and local chapter, past membership chairman.</p>		
Thomas	Mandryk	Grant Evaluator	<p>Thomas Mandryk is the chief consultant for Mandryk & Associates. The CAREER NETWORK is committed to a rigorous program of research and evaluation in order to produce key information about the emerging model and how it relates to student outcomes and economic impact. A systematic research process will be conducted and will employ an internal team who will work with Tom Mandryk Evaluation Consultants on the</p>	<p>He will assist the internal evaluator and project coordinator to collect and analyze data and complete the evaluations. He serves as an educator at the University of Dayton and Sinclair Community College. Along with his major in Psychology, he minored in statistics and research methodology. Thomas Mandryk has earned a national reputation for his publications. Prior experience: Mr. Mandryk is the Executive Director of Mandryk & Associates, Evaluator consultants. He has served as a key evaluator for federal and state grants. Mandryk & Associates have served as evaluators for federal and state grants for the Midwest Regional</p>	<p>August 2016 School Psychologist, Greeneview Local Schools to present Provide psychological assessment, evaluation and consultant services to parents, teachers, and students K-12. January 2014 Program Evaluator, for schools with 21st Century grants located to present in Hardin, Logan, and Shelby counties August 2002 School Psychologist, Midwest Regional ESC to June 2015 Assigned to Anna, Botkins, Hardin-Houston and Jackson Center Local Schools Provide psychological assessment, evaluation and consultant services to parents, teachers, and students K-12. January 2014 Program Evaluator, for schools with 21st</p>	<p>Mr. Mandryk holds a Master's Degree from Cleveland State University in Psychology, and PHD work in Public Adm. from NOVA University</p>	10

program evaluations. The evaluations will use qualitative, quantitative, and mixed-methods data collection and analysis. The evaluations will be focused on the degree to which the model is supporting student achievement, cost-effectiveness, and fulfilling the workforce needs of the local community. Mandryk & Associates will provide the following at each CAREER NETWORK site: 1) Analysis of student achievement. 2) Distribution of reports on a quarterly basis to the Governance Committee. 3) Case studies of schools, classrooms and informal learning environments. 4) Interviews with students, teachers, leaders, staff, parents, community partners. 5) Field observations of classrooms, community partner informal learning. 6) School focus groups. 7) Surveys with students, teachers, leaders, staff, parents, business and community partners. 8) Data analysis of business and community partner involvement. 9) Data analysis of teacher and staff professional development program outcomes. 10) Data analysis of performance measures. 11)

Educational Service Center since 2010. Editorial Activities, Editorial Assistant, Journal of School Psychology, (1990 to 1991). Editorial Assistant, Archives of Clinical Neuropsychology, (1990 to 1991). Grants Principal Investigator - Developmental Disabilities Council, OHIO DEPARTMENT OF MRDD, 1977 to 1978. Use of a "Mini Team" in a Transdisciplinary Approach to programs and services.

Century grants located to present in Hardin, Logan, and Shelby counties August 2000 School Psychologist, Mercer County ESC to July 2002 Assigned to Ft. Recovery and St. Henry Local Schools Provide psychological assessment, evaluation and consultant services to parents, teachers, and students K-12. July 2000 Self-employed as a Training Consultant to Ohio County Programs on to present Developmental Disabilities Mandryk & Associates February 2000 School Psychologist, Hamilton County ESC to June 2000 Assigned to Northwest Local Schools August 1998 School Psychologist/Special Education Supervisor,

			Data analysis of regional impact. 12) Reports to the Ohio Department of Education as requested				
John	Berry	Vice President for Student Affairs Rhodes State College	Serve as an unpaid consultant/liaison between Rhodes State and the high school sites. 1) Provide leadership and facilitate the coordination and implementation of strategic goals, developing innovative programs focusing on inclusiveness and a diverse student population, while working closely with other areas to achieve the mission of the institution. 2) Implement initiatives for student success and the Completion Plan. 3) Represent the CAREER NETWORK at state and national meetings 4) Represent the Governance Committee meetings.	Vice President for Student Services and Student Development Cape Fear Community College, June 2014 - April 2015. Primary Duties/Responsibilities: Planned, directed and reviewed the activities and operations of student support services for the college; coordinated assigned activities with other college departments and outside agencies; and provided highly responsible and complex administrative support to the President. Directed the development, planning, implementation, and administration of goals and objectives as well as policies and procedures regarding the college student affairs program; approved new or modified systems, policies and procedures. Oversaw and coordinated the activities and operations of college student affairs and enrollment management programs including counseling, admissions and registration, orientation, financial aid, career development, student activities and student employment; evaluate and ensure that operations meet the goals and objectives of the college and the needs of the student population; establish and monitor program evaluation systems and procedures. Directed the development and administration of the college budget for student affairs services and programs; direct the forecast of funds needed for staffing, equipment, materials and supplies; monitor and approve expenditures; implement mid-year adjustments.	Led the design and implementation team of the John L. and Christine Warner Library and Student Center. Developed all aspects of Student Affairs program requirements for the creation of this "Institutional Fusion Center" conjoining the campus library and student center. Led the areas of Enrollment Management for Central Ohio Technical College including admissions, advising, records, registration, and customer service. Designed and coordinated an integrated student service delivery model entitled the "COTC Gateway" a comprehensive one-stop, cross functionality model recognized by the National League for Innovation in the Community College as a recipient of the "2008 Innovation of the Year Award". Designed and facilitated COTC's first-ever international cultural immersion program. Reinstated and served three terms as Chair of the Campus Diversity Committee -facilitator and presenter for "Images of Diversity" faculty and staff diversity training seminars. Co-facilitated the design and implementation of COTC's first online degree program. ? Designed and facilitated the Enrollment Management Review Group (EMeRGe) comprised of members from academic affairs, student services and extended campus administration. Executive member of the Academic Leadership Team. Developed the Dual Enrollment and Early College programs enrolling over 1200 students. Supervised forty two professional staff members including eight	Doctorate of Philosophy in Higher Education Administration The Ohio State University, March 2009.	5

				Directed and managed the development of the student affairs programs and services work plans; assigned work activities, projects and programs; monitored work flow; reviewed and evaluated work products, methods and procedures.	direct reports. Managed an overall operating budget exceeding \$5,500,000. Served as the first formal Title IX Compliance Officer for the campus. Executive leadership team member on the Datatel integrated information management system implementation team. Chaired Criterion Five: Engagement and Service for national re-accreditation self-study.		
Dave	Shellhaas	Director of Curriculum - Technology	Dave will be the project lead for developing the many parent-student engagement components of the grant. He will develop and oversee the community engagement website that will be used to educate and communicate to students and their parents the possibilities and advantages of pursuing a career in manufacturing. Dave will also work with region manufacturers to coordinate the critical content of the website. As the project leader, he will also create the scope of work for the website project and work with the web developer to design and fully develop the website. Dave will also develop, lay out, and help design the educational booklet that will be handed out to students and parents at the various outreach events. The booklet will serve as a promotional and educational tool to encourage students and their parents to explore	Dave brings a multitude of skills and expertise to the project. Having over twenty years of experience in curriculum has given him the expertise to connect relevant content to students and an understanding of the needs of parents. Dave will use this expertise to design the website, as well as both booklets. He has also created, written and published two similar publications for various ages of K-12 students and has the expertise to write, design, and work with graphic designers and printers to complete the two publications of this project. Dave also has extensive website development experience. He has designed and supervised the process of developing several websites both for the K-12 arena as well as for small business. This experience will allow him to design and oversee the development of the project website so the project runs smoothly and results in a dynamic and powerful web resource for students and parents.	SUPERVISORY Director of Curriculum - Math & Science: 2015-present EXPERIENCE Midwest Regional Educational Service Center Director of Curriculum - Math & Science: 2013-2015 Piqua City Schools Curriculum Specialist in Science: 1999-2013 Darke County Educational Service Center STAFF DEVELOPMENT 1993-Present: Professional Development of formative assessment, standards-based instructional strategies, inquiry learning, assessment strategies, and curriculum development: - Presentation at national NSTA convention: 2003 - Presentations at state and regional science and technology conferences: 1995-Present - Professional development sessions provided to numerous districts across the state of Ohio TEACHING Adjunct Instructor EXPERIENCE Wright State University: Lake Campus: Chemistry Concepts Winter 2003 Arcanum-Butler High School, Arcanum, Ohio, high school biology and anatomy and physiology teacher: Grades 9-12 August 1988 - July 1999 CAREER Developed and wrote the text and course work for an integrated HIGHLIGHTS high school science course entitled Science In Society: 1995 National Board certified in Adolescent/Young Adult Science by the National Board of Professional	Bachelor of Science, Wright State University, Dayton, Ohio, 1988 PREPARATION Graduated Cum Laude with a B.S. degree in Biology Education	20

			<p>manufacturing as a career. Dave will design the booklet to engage and appeal to the target audience and work with the graphic designer to create the print-ready files for the publication. He will also work with a local printing company to complete the printing process of the booklets and facilitate the process of distribution of the booklets to the public. Dave will also develop, lay out, and help design a student resource booklet to be utilized in the Introduction to Manufacturing student course which is a part of the original credentialing course. The booklet will serve as a significant instructional resource for the students taking the credentialing course. Dave will align the content of the booklet to the curriculum and design the booklet to engage and appeal to the students. He will also work with the graphic designer to create the print-ready files for the publication. He will also work with a local printing company to complete the printing process of the booklets and facilitate the process of distribution of the booklets to the course instructors.</p>		<p>Teaching Standards: 1998 Developed the K-6 Science Program for the Darke County Schools and a curriculum resource guide CD-ROM to support the teaching of the Science COS: 2001 CAREER State Science Standards Writing Team: 2001-2002 HIGHLIGHTS Science Review Board for the Ohio Resource Center: 2003 - present Facilitated a state developed, OSCI professional development module for life science teachers in grades 7-10: 2003 Developed a K-5 Science Resource CD-ROM with teaching units and resources correlated to Ohio's science standards: 2004 Served as team leader for the development team which wrote and developed the OSCI statewide, teacher professional development module deployed across the state of Ohio for 3rd and 4th grade</p>		
Sybil	Truster	Director of Administrative Services and Innovation for	Project oversight and grant administration will be provided by	Mrs. Truster is highly qualified and has over 40 years of experience in the fields of administration,	Prior relevant experience includes fifteen years of directing and evaluating the pilot site in Sidney. She	Mrs. Truster has her Master's Degree in Education from	15

		<p>the Midwest Regional Educational Service Center</p>	<p>Sybil Truster, the Midwest Regional Education Service Centers Director of Administrative Services and Innovation. Mrs. Truster will assume the following responsibilities for this grant project. 1) Interview and hire all personnel working for the grant. 2) Set up dates and times for the Fiscal Management Team. 3) Set up dates and times for the Governance Committee. 4) Set up dates and times for Coordinators and Site Director meetings at all four sites. 5) Consult with Mandryk & Associates and coordinators to develop assessments and deliverables. 6) Set up dates and timelines for the Professional Development team to meet. 7) Meet with PLATO and Site Directors for selection of student career software. 8) Organize Harvard Pathways to Prosperity Conference trip for Coordinators and Site Directors. 9) Consult Dr. Howie Knouff on reviewing data and recommendations. 10) Organize Performance Auditing. 11) Discuss internships with coordinators and manufacturers 12) Discuss IT communications with NetGain and manufacturers 13)</p>	<p>education, project development and grant coordination. Mrs. Truster has monitored over sixty federal and state grants and has passed every Performance and Fiscal Audit. The MRESC has NEVER been sighted. Grants in which she has Directed include the following which are sites for the CAREER NETWORK: \$200,000: 21st CCLC:FY16, JOBS at Sidney High School \$200,000: 21st CCLC FY 16 LEARNING ZONE at Fairlawn High School \$200,000: 21st CCLC FY 16, CareerKids at Upper Scioto Valey High School \$200,000: 21st CCLC FY 16, OhioMeansJobs@Indiana Lake at Indian Lake School District Mrs. Truster organizes and coordinates partners and evaluators for each of the above mentioned sites. Additional qualifications include: Director of the administrative staff for the MRESC. She has direct connections with Professional Development and can insure that project Coordinators, site directors, and evaluators are working with the Governance to insure fidelity to the project.</p>	<p>has successfully implemented College Credit Plus programming, a STEM program, a student mentorship with manufacturers, and she has organized a Business Advisory. Mrs. Truster has written, managed, and evaluated grants from the United States Department of Education, Ohio Department of Education, and numerous foundations and agencies. Mrs. Truster is an acclaimed presenter and has spoken at state and international conferences. Presentations at International Meetings Truster and Ellis (1995). Sidney, Australia. International Gifted Conference. Presentations at National Meetings Truster and Bennett (2013) National After School Programs Conference Truster., Ellis, and Swisher (1999). National Gifted Conference. Truster and Ellis (1995). National Gifted Conference. Truster and Ellis (1993). National Gifted Conference. Truster and Ellis (1992). National Gifted Conference. Truster and Ellis (1991). National Gifted Conference. Presentations at State Meetings Truster and Bennett (2013) Ohio 21st Century State Conference Truster and Bennett (2010) OESCA State Conference Truster and Reed (2006) Ohio Supreme Court. Also, she has published over 30 articles and produced a cable television show on Gifted Students.</p>	<p>Miami University and has taken courses in School Improvement from Harvard Universit</p>	
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			Insute all evaluations are submitted to the Ohio Department of Education as requested.				
Keith	Thomas	Treasurer/CFO	Keith Thomas is the Treasurer/CFO for the Midwest Regional ESC. His responsibilities include budget management, compliance requirements, and reporting to individuals, agencies, board, state, and federal organizations. Mr. Thomas will prepare and monitor the grant budget. Mr. Thomas will do all of the grant drawdowns and posting into the state accounting software. Mr. Thomas will perform all of the reporting and fiscal compliance requirements of this grant. Also, all of the fiscal related issues and questions will be addressed by the Treasurer.	Mr. Thomas has over 14 years of experience with the State of Ohio Auditor's office. He has taught Governmental Accounting, Principles of Accounting, and Auditing in the classroom and on-line at Edison Community College. He obtained the State of Ohio Treasurer's License. Mr. Thomas is also qualified as he has managed local, state, and federal grants and is familiar with varied reporting and compliance requirements. He is qualified for to oversee all fiscal aspects of this grant as noted by "clean" audits of the Shelby County ESC while he was treasurer. Unlike most treasurers, Mr. Thomas led the merger of three ESCs into one ESC.	Prior to the Midwest Regional ESC, Mr. Thomas was the treasurer/CFO for the Shelby County ESC. As the treasurer he was involved with the three ESC merger, which was the fastest merger in the State of Ohio for ESCs. He also was the fiscal/administrative agent for Western Ohio Computer Organization and Logan County Family & Children First Council. Mr. Thomas worked over 14 years with the State of Ohio Auditors' Office. During this tenure, he audited schools, ESCs, cities, counties, libraries, villages, townships, charter schools, and other governmental organizations. The audits were over financial, compliance, and internal controls. He provided recommendations for improvement to the governmental organizations as well as noncompliance citations. Also, Mr. Thomas taught Governmental Accounting, Auditing, and Principles of Accounting courses in the classroom at Edison Community College in Piqua, Ohio. While at Edison Community College, Mr. Thomas developed the on-line Auditing course through Blackboard in addition to teaching the course.	Ohio Northern University, Bachelor of Science in Business Administration, 1998. Courses at University of Dayton/Wright State University	25
Douglas	Durliat	Director of the West Central Ohio Manufacturing Consortium	Direct curriculum, classes for training, re-training persons for manufacturing jobs-Recruit, advise students on coursework needed for completion of degree or certificate - Coordinator for Northwest Ohio Manufacturing	Synergistic -Direct education programs for West Central Ohio Manufacturing Consortium Activities - Introduced on-line soft skills testing, job interview program to curriculum -Recruit, maintain membership in West Central Ohio Manufacturing Consortium -Ohio Dept. Job & Family Services SCOTI database	2005-2006 United Parcel Service (UPS), Findlay, Ohio -Load and unload package trucks -Deliver UPS Air and weekend packages -Coordinate UPS driver helper schedule during Christmas delivery season 2005-2006 Putnam County Sentinel, Ottawa, Ohio - Regular coverage of local councils, school boards, other public meetings - Farm/Agriculture,	Bowling Green State University, Bowling Green, Ohio Bachelor's Degree, Journalism, 1980	5

Extension Partnership (MEP)
-Instructor, Basic Manufacturing Pathway class - Manufacturing coordinator for Ohio Skills Bank Economic Development Region-Grant coordinator, CDBG Basic manufacturing pathway program (2006-present) - Maintain records of students entering education/training programs - Coordinate involvement of community-based organizations, agencies in consortium - Recruit, maintain members of manufacturing consortium -Chair, facilitate consortium steering committee, board meeting -Draft, maintain budgets, scopes of work

certification for maintaining data on students in the West Central Ohio Manufacturing Consortium program -12 years' experience in compiling talking points, setting up legislative appointments in Columbus, Washington, D.C. Community -WONW- Radio play-by-play announcer for Defiance H.S. football, basketball Activities ?Ottawa Twp. Zoning Committee Secretary and spokesman - Lector/Commentator Sts. Peter & Paul Church, Ottawa -Excellent writing skills -Word, Word Perfect, Excel, Access, Powerpoint, Publisher, Peachtree Accounting - Experienced public speaker -

Business, Economic Development reports - Sports reports 2000-2005 District Program Administrator, Putnam Soil & Water, Ottawa, Ohio - Office manager, bookkeeper -Personnel screening, interviewing, hiring, evaluation -5-year budget planning, accounts payable and receivable - News releases, brochures and other publications - Grant writing and administration of county recycling program -Other grant writing, administration -Surveying, pond site inspections and other field work -Putnam County coordinator of annual Blanchard River logjam removal program - over- 1988 to 2000 Executive/Communications Director, Ohio Farmers Union, Ottawa, Ohio, Personnel interviewing, hiring, dismissal, Budgeting, Write, typeset, lay out newspaper, news releases, brochures, fliers ?Speechwriter, Primary spokesman for organization, Set up news conferences