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Adjusted Allocation 0.00

Remaining -467,400.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
LRNG to Earn: Digital Badging to Increase Academic Achievement and College and Career Readiness

2. Project Tweet: Please limit your responses to 140 characters.
Students turn passions into proven skills as schools, businesses and community orgs expand career readiness through digital badging.

3. Estimate of total students at each grade level to be directly impacted each year.

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

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4. Explanation of any additional students to be impacted throughout the life of the project. This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

In Yr 1 we will promote to youth and teachers with clear content links to LRNG. Initial growth comes from students engaged in LRNG and their word of mouth, social media sharing. We manage expansion to ensure quality, relevance and assure capacity to assess. Outreach continues Yr 2 as the community college's content is added, engaging more high school juniors, seniors. We directly impact up to 3,100 students per year, but as we add schools and more teachers explore LRNG, more than 4,000 additional students may indirectly benefit yearly from the impact on teaching and pathway development at school. Our content, approach are easily replicated. As member of Ohio Innovative Lab Network we document and share practices with 15 districts, we collaborate with Columbus LRNG team, we speak at state conferences and we host a symposium to share practices. Schools may replicate with LRNG or adapt our aligned content for other platforms therefore engaging several thousand more students.

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

First and last name of contact for lead applicant
Robert F. Hill, Ed.D

Organizational name of lead applicant
Springfield City School District

Address of lead applicant
1500 West Jefferson Street, Springfield, OH 45506

Phone Number of lead applicant
937.505.2800

Email Address of lead applicant
hill@spr.k12.oh.us

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

Nationally, 20% of students drop out before completing high school; nearly 60% of high school students are disengaged from school (Gallup, 2012). Low-income youth and youth of color face challenges in the labor market, including high unemployment, disconnection from school and work, difficulty completing post secondary education, and difficult-to-navigate credentialing options. In Springfield, a high poverty, urban community, such problems contribute to a low (50%) college-going rate and employers reporting difficulty finding high school graduates with work-ready skills and behaviors. If students are our future workforce and civic leaders, we must do more to make education relevant and engaging to all. Ohio’s focus on college and career readiness relies heavily on school-based intervention. Implementing Ohio’s Student Success Plan presents challenges as staff workloads are heavy, intervention time is scarce, and curriculum or assessment linked to skill development is limited.
b. The proposed innovation and how it relates to solving the problem or improving on the current state.

Various entities have expanded options to improve student engagement, achievement, graduation, and postsecondary success. Based on outcomes of a 10-year, $200M investment in 21st century learning by the MacArthur Foundation, LRNG (about.lrn.org) was created in 2015 to bring solutions to scale. Its goal is to close opportunity gaps by developing engaging content that links with local experiences and transform how young people access and experience learning, and the paths they take to success. Connecting resources across geographical regions, LRNG makes opportunities visible, creating a community learning infrastructure. In LRNG Communities, students earn digital badges containing in-depth information - curriculum, assessments, work samples, and evidence of higher-order thinking. A recent study by the Urban Institute shows digital badges offer a potential solution to disconnect in the labor market by better communicating the skills employers value (Spaulding and Johnson, 2016). Through LRNG, students collect and save badges in digital backpacks, creating portfolios of accomplishments used in applying for internships, college, and careers. Partnerships with the business community allow stakeholders to co-develop learning pathways and badging opportunities that emphasize the skills they need in the workforce. LRNG has partnered with Badge Alliance to inform badging standards and expand the number of educational institutions and employers who issue and accept verifiable badges. Over the past several years, four cities deployed and tested programs that link content and skill development experiences with local opportunities. They refined the online platform that enables youth to validate learning and achievement via digital badges. Badges can be shared socially and allow teachers, colleges or potential employers to evaluate the learning a student has "badged" and to view the artifacts of that learning, such as a photo, video, podcast, or other uploaded file the student created. Chicago, Dallas, Washington DC, and Pittsburgh deployed and adjusted the digital badging platform built upon the Mozilla Open Badges standard, also used by The Ohio State University's Buckeye Badges system. Evaluation of Pittsburgh's 2015 summer deployment of digitally-badged learning found statistically significant growth in student beliefs around solving complex problems and valuing science and art. It also found that educators involved in the 2015 summer experiences saw more successes than challenges related to learning, motivation and validation of learning. Our innovative approach involving the community in preparing students for college and careers led to Springfield's selection as one of 8 new LRNG cities - ours is the only one anchored by a school district. Our college partners are poised to develop badged experiences to increase college readiness and successful transitions to higher ed. District staff, ESC leadership, workforce development agencies, local businesses, Chamber of Commerce, Clark State Community College, and the Ohio State University, along with local arts, culture, and civic organizations are already engaged in deploying enriching summer experiences. We see a unique opportunity to adapt the LRNG platform and national and local content to year-round college and career readiness aligned to the Ohio Student Success Plan. Further, we see a clear benefit to students if educators create badged experiences that meet Ohio Learning Standards and can be integrated into project-based learning or traditional classrooms. With support from this grant, we will build on LRNG Summer 2016, adapt national LRNG content, develop local content, and link opportunities to standards-aligned badged experiences. We will conduct ongoing analysis to refine the implementation, best serve high risk subsets of students, increase engagement with learning, and create successful transitions, preparing students to persist in higher education and/or in the workforce.

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.*

Increase in student completion of meaningful career exploration, community-linked internships, college visits, college/career readiness assessments and personalized college/career advising. Increase in students who validate learning and/or skill development through self-directed activities in classroom, afteerschool or summer settings. Increase in students who graduate having completed work-readiness certifications, such as OSHA, WorkKeys or Customer Service. Increase in students using the LRNG platform who report greater engagement in educational opportunities measured by pre- and post-assessment developed with MHA Labs and/or through Success Skills surveys local assessments. New assessments with MHA Labs that are varied, collected in real time via LRNG, and predicative of work skills outcomes. Increase in teachers who participate in externships to help link badging with real-world experiences. Increased access to learning opportunities and pathways. Creation of visible accomplishments.

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 development of community-connected, relevant learning experiences and in-school, problem-based learning accessed through the LRNG platform must engage youth and help them develop a greater sense of self-efficacy and increase their academic mindsets. The badges must also link to college and/or career outcomes and include authentic embedded assessments that provide youth outcomes in real-time. Partnering organizations must collaborate in development of experiences and in review of results. Key educators who participate in meaningful professional development will better understand and act upon the importance of work that is made relevant to students, and to learning environments which actuate students' sense of belonging, academic mindsets, learning strategies and work habits (Farrington, 2012). Schools must help promote access to the LRNG platform, and integrate it into college and career planning.

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

In partnership with UChicago CCSR researchers and Dr. Camille Farrington, we administer the 5 Essentials (5Es) survey and are piloting the Becoming Effective Learners (BEL) survey. These metrics are part of district initiatives to ensure all students are college, career and life ready, they align with strategic priorities, and are funded using existing monies. The results help us analyze the motivational components that influence a student's engagement in learning and answer the following questions: Why and under what conditions might students choose to employ problem-solving skills or engage in collaborative work to meet learning goals? What motivates students to spend energy to master core academic content? What would be the energy source that could fuel students' engagement? Academic mindsets, attitudes and beliefs are often what compel students to engage in learning. This work led to a collaboration with MHA Labs to create a framework and rubrics based on noncognitive factors - the skills, attitudes, beliefs, and strategies that play a role in school performance but are not directly measured by most cognitive academic tests. The inclusion of academic mindsets in the instructional framework puts due emphasis on a crucial set of learning variables. Over the course of students' school experience, they will come to see themselves as
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

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

Pilot cohort of teachers in grades 6-12 implementing at least one classroom activity linked to LRNG platform opportunities. The number of teachers in the pilot cohort who provide training, serve as advisors and track and analyze data on the use of badges. The level of self-efficacy and engagement (performance avoidance and academic delay of gratification) for students who engaged with the LRNG platform as measured by BEL. Student responses on 5Es in the areas of academic engagement, grit, rigorous study habits and school connectedness. Badges created in conjunction with at least 10 organizations. Formal academic credit that incorporates graduation requirements (such as credit-bearing work and community service hours) into badge experiences and playlists. The number of college credit-bearing courses developed by Clark State Community College that include validating activities through the LRNG platform. Students will indicate engagement and persistence in LRNG via participation numbers.

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

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

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

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

With the support of a more engaging, intuitive, mobile-optimized and student-focused platform to connect in school and out of school learning opportunities, we anticipate reducing the staffing for SCSD's online and blending programs by one FTE. We also anticipate reducing some of the cost of a contracted internship coordinator as more businesses become directly involved with our work readiness programs through this project. Because we will be building better articulation to next steps, experiences and career-oriented pathways that will be hosted and optimized by the platform, we will reduce the costs of bringing in administrative and teaching substitutes who now provide supplemental advising to students. We will reduce printing and copying costs of the expensive paper materials they use in this advising.

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

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

The community partners, particularly those connected with workforce development and those employing students directly after high school
In 2015/2016, CareerConnectED Center’s first year of connecting community to students and schools, we have engaged from 600+ students. We have 11 middle and high school teachers from 3 districts working to develop experiences and connections to community; we have 22 community mentors and advisors developing learning experiences. We developed personalized interventions for 20 high-risk students who improved their strength of schedule and school work completion, participated in ACT and Compass test preparation, built resumes and completed mock interviews. We have seen improved behavior, improved on-track academic work, completion of community projects, and eight students gained paid employment. Together, SCSD and the ESC engaged these students and teachers, our community college partners, and businesses and workforce agencies to review the LRNG platform. We are confident that we can be successful implementing this project and approach our goals. We have thoroughly studied the literature and had conversations with other school districts and colleges who have been earlier adopters of badging. Through our community of practice and as a LRNG cohort city, we have access to other badge experiences and surveys. Various partners have shared their findings with users and this data informs our decision making.

Cost savings will be from the operational budget (lines 3.010, 3.020, 3.030, 3.040). We will save the salary of one FTE currently in our forecast and employed as a facilitator of online and blended programs, which are now managed through three programs. We will realign that programming as part of our move to implement the LRNG platform and eliminate one FTE. The fringe benefits of this FTE are also eliminated. We currently contract with a consultant to act as internship partnership developer, and the costs of that contract can be reduced by $20,000 as we forge stronger partnerships with the businesses engaged in LRNG directly by the schools or through our partnership with the Chamber of Commerce and Community College. We also create custom folders, including paper copies and triplicate printed forms for career advising sessions for 10th and 11th grade students. We anticipate moving more to electronic platform based advising by teachers and counselors as part of this project.

We have built a project implementation team with frequent reporting and meetings into our plans so we can evaluate key metrics monthly and share updates with stakeholders quarterly. Our independent evaluator will provide information and advice yearly. Supporting college and career readiness and engaging with the community are two of the four strategic priorities of the lead applicant, Springfield City School District, and we expect this will enable us to engage School Board and District Leadership support and encouragement as we proceed. This will all support continuous improvement, which will be supported by LRNG staff, Urban Institute advisors to LRNG Cities, and the experiences of our LRNG Cohort cities as well. If our project is not progressing as planned, we will be able to select interventions or adjustments from these supporting collaborators. Within our own plan, we can refocus our efforts to direct more or less of our expert PD, paid for with sustainability funds, where it is most needed, we can also direct the ongoing content development (also a sustainability expense) to the areas where we are seeking to make the most impact. We believe we can bring in support and representatives of national corporations, such as GAP, EA Games, Microsoft, Fossil, Bank of America, and others who are engaged with LRNG in other cities to encourage our local businesses if that becomes necessary. We can adjust our marketing and outreach, also budgeted to be sustained with district and ESC funds. Reductions in the internship position can be adjusted if transition to community based experiences is not sufficient. To reach our academic achievement goals we will restrict and refocus our efforts on at risk subsets of our student populations, if needed.

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### 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.

Development of a Community of Practice to share badge content, successes and strategies. Reduce costs of developing outreach and marketing materials for staff trainings and student and family engagement. Shared curriculum development expertise and professional development to meet the expressed desires of our teachers. Direct link teachers and others to LRNG stakeholders to support integration of real-world learning into instructional activities. Teachers will share expertise in new professional learning communities that will be developed through small learning communities. Cost savings due to shared responsibilities for cross-training, data analysis, promotion of opportunities, and outreach to students and families. Documentation of data and processes to scale the project to include additional schools and allow replication. Expanded partnership with local workforce development and community agencies.

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.

Other districts served by our Educational Service Center recognize similar needs to increase student engagement and extend learning to opportunities outside the classroom. Districts will collaborate to schedule PD and create Communities of Practice to share responsibilities for cross-training, data analysis, promotion of opportunities, and outreach to students and families, thus saving costs by reducing replication of efforts.

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.

We have several examples of increased collaboration and shared services that have taken hold among several school districts and the ESC in the past few years. This can be easily accelerated going forward as most districts, including the ESC, have new superintendents in place and they meet regularly each month in a very cordial environment. Some of the recent examples of shared services include: 1) Springfield City School District developed a high school internship program in 2012. In 2014, SHS extended participation to one other school district; in 2015, three districts participated; and in 2016, six districts are participating. Districts each identify additional businesses, and a central internship coordinator works with businesses to create meaningful summer work under a trained mentor at each company. The schools each designate a representative to work on the internship preparation steps, engaging the community for mock interviews, and the community college to provide work readiness certification. Each district and the ESC now shares in the cost of the internship coordinator. When the program started, 1 business hired 4 interns. This year, 21 businesses will hire 40 or more interns. 2) The Career Technology Center created a middle school career fair several years ago. Now, a central planning committee, which includes several districts and the Chamber of Commerce, plans this very well-attended event, engaging students and many local employers. 3) The CareerConnectED Consortium, which includes 4 districts, has been collaborating on introductory problem-based learning professional development, and this collaboration can be expanded through the ESC to more districts. A collaborative work platform is already established. This group also plans and hosts a yearly symposium where each district presents progress toward best practices in engaging students in relevant projects. This, too, can be expanded to serve the larger group of districts.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes. These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

Attendance, participation and completion in afterschool and summer learning activities using the LRNG platform. Demographic and academic achievement status of students participating to ensure we are reaching and engaging under-resourced and at risk students. Participation rates in career interest surveys, advising sessions, and work readiness assessments and college entrance tests. Survey data to track improvement of student and staff perceptions of digitally badged learning experiences and their impact on key mindsets and attitudes. Attendance at relevant professional development sessions and number of districts participating in professional development offered by the ESC. The number of, and quality of, new lessons or projects developed both in the middle and high school environment, the community college environment, and in the out-of-school environment. Savings of dedicated professional development and duplicated marketing and outreach to staff, students, and families.

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.

Number of districts developing local content for the LRNG platform (baseline = 1). Number of local businesses or organizations offering local opportunities for youth linked to LRNG experiences (baseline = 3). Number of districts participating in shared professional development and/or shared outreach to families (baseline = 4). Number of middle school and high school courses accepting digital badges as evidence of mastery of content or skills (baseline = 0). Number of college opportunities unlocked by digital badges (baseline = 0). Number of local businesses or organizations accepting digital badges as a criterion for interviews, internships, or other work.
The total projected expenses in the budget narrative exceed the total project costs in the budget grid. 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...

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.

467,400.00 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.

Salary ($75,000) one year (implementation) project manager to manage the contracts, grant administration, establish community of practice, lead outreach & training, develop action plans, preparing procedures for data extracts for evaluation. Person with background to deconstruct Ohio Student Success Plan & align with LRNG content. Stipends ($30,000); Subs ($5,000) for teachers, counselors, mentors, and coaches to attend training, develop content for LRNG platform, assess student artifacts, review evaluation plans, attend symposium. Fringe benefits are 38% of salary, stipends, sub $39,900). Purchased services: 1) Multi-year, (two year) contract for LRNG platform, access for all students age 13- 24, nationally developed content, access for local businesses and organizations to add local experiences, playlists and badges. Technical assistance, in person and online training, data extracts development during over two years as content is developed, refined, and the platform is tested, modified if needed to support data extracts and evaluation. During the first year (grant year) we will be building content and doing controlled testing with students, so second year is needed to test the student experience and data extracts at scale. Contract for evaluation through the life of the grant ($47,000) Dr. Kristine Chadwick, Educational Policy Improvement Center will develop and implement evaluation plan. Contract experts for professional development ($15,000) and to develop branded content for college and work readiness, noncognitive and technical skills for local workforce needs, ($28,000) travel expenses for meetings related to digital badging, LRNG, workforce and college readiness skills;($12,000) develop marketing and communications plans for multiple stakeholders; includes social media platforms ($40,000). Supplies and Materials ($36,500) Start up expenses for implementation team, advisory team meetings, and supplies for specific skill development and assessment.

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.

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<td>90,290.00</td>
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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 FY18: Stipends for teachers, counselors to continue to develop content and link local experiences $13,000; Costs for subs when staff PD is during school day, 3 days per year $3,000; $4,000 for bus drivers, vans to facilitate student involvement in college and work experiences and project based learning; fringe benefits of 38% on salaries and subs. Purchased services include PD, and contracted experts developing content and experiences, supplies and materials to support these experiences as student participation increases $30,000. Marketing and outreach will require some production, printing, and direct mail. Most will be done via social media at essentially no cost as the layouts and graphic design support is provided by LRNG and community of practice. $22,000. FY 19 through 22: Stipends for teachers, counselors to continue to develop content and link local experiences, but the amount decreases slightly over life of grant as less new content is developed. Costs for subs when staff is pulled for limited PD during school day, fewer days but more teachers in subsequent years, for same cost of $3,000 per year. Continued expense of $4,000 for bus drivers to drive buses and vans to facilitate student involvement in college and work experiences and project based learning. Fringe benefits remain 38% on salaries and subs. Purchased services include annual sustaining costs for the badging platform without the need for modification or extensive training support ($40,000); expert PD, and limited contracts with experts developing content and experiences; supplies and materials to support these experiences as student participation increases $20,000. Marketing requires printing, some direct mail, but cost declines over the years as word of mouth and social media are effective once LRNG is introduced throughout the county. Most development of marketing graphics provided by LRNG and community of practice. Marketing cost declines from 22,000 to 12,000 per year.

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.

SCSD’s online and blended programming is coordinated and facilitated by several staff associated with three buildings and not optimally linked with college and career readiness activities or community-based experiences. During the past year, we looked deeply into aligning college and career readiness with skill development and community assets and to better integrate CCR and transitions to post secondary education and the workforce into our blended programs. As we pursue LRNG, we will realign the blended and transition programs and through greater focus and efficiency, eliminate one FTE. We will also eliminate the fringe benefit costs of this FTE. We also anticipate reducing the amount we pay to a contracted internship coordinator as more businesses become directly involved with our work readiness programs through this project. Because we will be building better articulation to next steps, experiences, and career oriented pathways hosted and optimized by the platform, we will reduce the costs of printed materials for use in advising sophomores and juniors. Through the introduction of LRNG, students will be more engaged, reducing the need for truancy programs, tutoring and intervention services, and districts will reduce the time spent to address career-readiness opportunities. The ESC can utilize its established mechanisms to help districts partner to facilitate the app at a more reasonable. The LRNG program will reduce the need and current cost for internship programs that are currently facilitated and paid for by the ESC. The ESCs network of relationships and partnerships within Clark County will reduce the amount of time spent by staff researching and establishing partnerships for the LRNG development. These changes produce cost savings in the first year after implementation, FY 18, and the savings persist and thus the savings benefits accumulate for the full five years of the grant evaluation. These savings more than offset the cost of sustainability.

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 is not required as we have sufficient savings to support the sustainability of this project.

D) IMPLEMENTATION

20. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation 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.
21. Date Range FY 2015-16

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

Began discussions about digital badging and Summer of Learning with Digital Youth Network, YOUmedia Chicago, and MacArthur Foundation. Opened CareerConnectED Center in Springfield, including a YOUmedia Learning Lab, MakerSpaces, and began developing local partnerships with arts organizations and business partners. Met with other Ohio districts interested in badging, continued following developments. Q1 2016: participated in online PD, training on LRNG; researched various digital badge platforms, including those at schools (like Aurora, CO) and colleges (Coastal Carolina, Ohio State University). Engaged Mayor of Springfield, Art Museum, and OSU Extension to apply for LRNG Cohort 1.0 for Springfield. March 2016 - learned of selection as LRNG City for Summer 2016, awarded $30,000 Fossil Foundation grant for Summer 2016. Ongoing conference calls and webinars bi-weekly; received training and marketing support materials. Q2 2016: Assembled local core LRNG guiding group, including business, schools, community college, arts organizations, City government, Chamber of Commerce, OhioMeansJobs. Engaged core subset of students as advisory group. Hosted LRNG national staff and Pittsburgh LRNG staff for full day site visit in Springfield for training and to begin planning Summer. Springfield LRNG staff attended Urban Institute Badging and Workforce Event in Washington, DC followed by round table discussion with members of all 12 LRNG Cities.

22. Date Range FY 2017

B. Scope of activities - include all specific completion benchmarks

FY 2017: Expand LRNG to Earn Project Guiding Group and Advisory Teams, hire project manager. Develop processes for grant administration, reporting, community of practice management, and continuous improvement. Deconstruct existing digital badging content on LRNG provided by national partners, align with Ohio Student Success Plan and academic content and CCR standards. Schedule PD and training to initial cohort of teachers. Engage local employers in discussion of skills, hiring practices and learning opportunities for students. Design local experiences, playlists and badges with support from LRNG. Facilitate employer engagement through local workforce programs, initiatives, and industry associations. Create measurable learning objectives, and align badge content and assessment activities to standards. Create real-time, authentic and embedded assessments that measure desired noncognitive skill and work readiness outcomes. Recruit staff and students to pursue digital badging in select school based courses. Grow digital badging opportunities to student-selected activities and learning in YOUmedia and other natural connections. Begin connection of these experiences to unlock credit-bearing/graduation opportunities. Introduce students to the current XPs and playlists on LRNG platform. Survey students about the LRNG platform and their potential use of it. Collect baseline LRNG user data for students.

23. Date Range FY 2018

B. Scope of activities - include all specific completion benchmarks

FY 2018: Make badges broadly available to all learners in any learning context. Increase the number of student users of the LRNG platform by 10% from baseline usage numbers. Develop badging opportunities specifically for local workforce needs in manufacturing, computer science and food and biosciences. Market badges to local workforce system stakeholders using industry language and by demonstrating that badges help solve human resource problems for employers. Identify at least 5 local employers who have adjusted their HR policies and procedures to recognize LRNG badges earned by current or future employees. Identify at least 2 institutions of higher ed that have adjusted admissions and/or grading policies and procedures in response to LRNG badges earned by students. Monitor student use of LRNG platform, test data extract processes; share platform performance information with LRNG technical team, advise on modifications, test modifications to platform, data extract processes. Begin implementing evaluation plan. Use LRNG badges a value-added component of the application process. Use LRNG badges a value-added component of post-secondary admissions and post-secondary course grades. Use Badges to Map Learning Trajectories - organize the achievements recognized by the system into a structure that matches the layout of the underlying subject area. Award formal academic credit for badges incorporate actual graduation requirements such as credit-bearing work and community service hours into badging experiences and playlists.

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:

Future success rests not only on our students' content knowledge, but also on their behaviors and mindsets. Digital badging recognizes learning and growth wherever it happens and helps students connect their accomplishments across institutions. Teachers, employers,
Students will customize learning goals, integrate feedback, and complete badges in an act of continuous learning. Allowing students choice and decoupling their work from regimented, class-wide progress through courses will give our students a sense of agency and control over their own learning. Digital badges act as links to one another providing leveling up possibilities. Each badge is driven by data and powered by a uniform set of skill-based criteria. They bridge multiple contexts in which learning takes place, encourage participation and motivation, build communities of practice, and provide portable and sustainable value to the learner. Badge-based learning pathways align to the Student Success Plan, allowing our students to earn credits based on the assessment of skills and knowledge acquired rather than time spent in the classroom; flexibility can be built in to allow students to master content and skills at their own pace. This alignment ensures consistent and ongoing opportunities for all students and is easily replicated by our partner districts. Digital badges are effective and flexible tools teachers use to guide, recognize, assess and spur learning. Badges recognize the noncognitive skills not captured by standardized tests such as innovative thinking, teamwork or effective communication. Badging begins with the end goal in mind; teachers work backward to envision assessment and learning activities.

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 project.

Please enter your response below:

Kristine Chadwick, Ph.D., Senior Director of Programs/Human Protections Administrator Education Policy Improvement Center (EPIC) 1700 Millrace Drive, Eugene, OR 97403 541.246.2642 kristine_chadwick@epiconline.org

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

Recent directions in the literature surrounding student engagement indicate, especially in the areas of student dispositions, practice, and knowledge, that activation of student interest and curiosity has a significant positive effect on persistent engagement (www.activationlab.org). Activation of student interest appears to be associated with student success, malleable and predictive. Further, and supportive of this research effort, the work Dr. Camille Farrington at the University of Chicago is demonstrating that by intentionally addressing non-cognitive factors (student self-efficacy, belonging, and future orientation), teachers can positively influence student success factors (organization, time management, and self-monitoring) ( consortium.uchicago.edu/about/staff/camille-farrington). The goals and activities described in this proposal seek to use the LRNG platform to offer community partners opportunities to identify experiences and create playlists intended to engage youth and intentionally support these research-based dispositions, skills, and behaviors. The overall plan for evaluating the impact of the activities associated with this program is two-fold. First, metrics related to the activities will be collected and analyzed internally and then communicated to stakeholders. Second, an external evaluation of the impact of the entire program will be completed by Kristine Chadwick, principal evaluator for the Educational Policy Improvement Center (EPIC). Dr. Chadwick has extensive experience in this area and will use the services of her research team to help identify salient research-worthy outcomes of the project. The research team will consult with the implementation team to determine these research questions. The outcomes will be viewed within the context of research into the topics contained within and similar to those included in this project. The expectation is that the evaluation and knowledge gained from the external evaluation will contribute to the extant research base. Data are aligned to program outcomes and will inform discussions about strengths and weakness of implementation activities and will suggest course corrections, as needed. Internal data collection will be on-going with monthly reports to the implementation team and guiding group. Reports to other stakeholders will be made quarterly during the grant period. External program evaluation activities will include semiannual reports to the implementation team during the course of the program. Data collection will be performed by implementation team personnel and other consortium staff members. Qualitative and quantitative data will inform project management; external evaluation will rely upon quantitative data and will support statistical analysis as determined appropriate by the evaluator.

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.
team. Through our guiding group and the documentation we will develop a clear sense of the time spent on planning, implementing, training, evaluation, and continuous improvement. This will be set up by our project manager so that it can documented by our implementation team and shared at our symposium and in the working documents of our community of practice.

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: Dr. Robert Hill, Superintendent of Springfield City School District
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
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<tr>
<td>Dan</td>
<td>Bennett</td>
<td>937.325.7671</td>
<td><a href="mailto:dan.bennett@clarkesc.org">dan.bennett@clarkesc.org</a></td>
<td>Clark County ESC</td>
<td>046227</td>
<td>25 W Pleasant St, Springfield, OH, 45506-2283</td>
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<tr>
<td>Jessica</td>
<td>Garcia-Kohl</td>
<td>650.488.8554 ext. 444</td>
<td><a href="mailto:garcia.kohl@lrng.org">garcia.kohl@lrng.org</a></td>
<td>Collective Shift</td>
<td></td>
<td>209 Redwood Shores Parkway, Redwood City, CA, 94065</td>
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<tr>
<td>JoAlice</td>
<td>Blondin</td>
<td>937.328.6002</td>
<td><a href="mailto:blondinj@clarkstate.edu">blondinj@clarkstate.edu</a></td>
<td>Clark State Community College</td>
<td>063370</td>
<td>570 E Leffel Ln, Springfield, OH, 45505-4749</td>
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<tr>
<td>Horton</td>
<td>Hobbs IV</td>
<td>937.325.7621 ext. 315</td>
<td><a href="mailto:hhubbs@greaterspringfield.com">hhubbs@greaterspringfield.com</a></td>
<td>Greater Springfield Chamber of Commerce</td>
<td></td>
<td>20 South Limestone Street, Suite 100, Springfield, OH, 45502</td>
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<tr>
<td>Kristine</td>
<td>Chadwick</td>
<td>541.246.2642</td>
<td><a href="mailto:kristine_chadwick@epiconline.org">kristine_chadwick@epiconline.org</a></td>
<td>Education Policy Improvement Center (EPIC)</td>
<td></td>
<td>1700 Millrace Drive, Eugene, OR, 97403</td>
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<tr>
<td>Warren</td>
<td>Copeland</td>
<td>937.327.7939</td>
<td><a href="mailto:wcopeland@wittenberg.edu">wcopeland@wittenberg.edu</a></td>
<td>The City of Springfield</td>
<td></td>
<td>76 East High Street, Springfield, OH, 45502</td>
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<tr>
<td>Tim</td>
<td>Rhodus</td>
<td>614.292.3871</td>
<td><a href="mailto:rhodus.1@osu.edu">rhodus.1@osu.edu</a></td>
<td>The Ohio State University</td>
<td></td>
<td>Department of Horticulture &amp; Crop Science, 2001 Fyffe Court, Columbus, OH, 43210</td>
<td></td>
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<tr>
<td>Leslie</td>
<td>Beller</td>
<td>312-374-1353</td>
<td><a href="mailto:lbeller@mhalabs.org">lbeller@mhalabs.org</a></td>
<td>MHA Labs</td>
<td></td>
<td>53 W Jackson Blvd Ste 957, Chicago, IL, 60604-4066</td>
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<tr>
<td>Susan</td>
<td>McLaughlin, NBCT</td>
<td>Coordinator of College and Career Readiness</td>
<td>Project Lead</td>
<td>National Board Certified Teacher - Middle Childhood Generalist, Ohio Lead Professional license and Administrative Specialist License, Ohio Master Teacher, Martha Holden Jennings Master Teacher Award, Department of Defense Dependent Schools, Japan Woman of the Year.</td>
<td>Spearheaded district reform for Licking Heights Local, resulting in Excellent with Distinction rating. Managed over $4M in budgets. Created RESA program for over 200 Res Educators. Managed federal programs including Race to the Top, Title I, Title II and Special Education. Current team member and programming lead for Springfield $11M Straight A grant. Five years with the United States Marine Corps as a career counselor, taught graduate-level career counseling courses as University of Dayton adjunct faculty, Director of Teaching and Learning, Millennium Community School, Director of Curriculum and Instruction, Licking Heights Local School District, Literacy Coach, Delaware City Schools, 15 years teaching with Hilliard City School District, 11 years as adjunct faculty, Ohio Regional Director and Candidate Subsidy Administrator for National University Graduate School of Education NBCT program, RESA and edTPA-trained assessor.</td>
<td>National Board Certification, MEd in Counseling University of Maryland - College Park, BA in Elementary Education, Ohio Wesleyan University</td>
<td>35</td>
</tr>
<tr>
<td>Rene</td>
<td>Stratton</td>
<td>YOUmedia Co-Coordinator</td>
<td>Implement and raise awareness of the LRNG platform with students utilizing YOUmedia Digital Learning Lab during the summer programs and open lab times. Create local and digital experiences for LRNG platform. Provide 8th grade science and Project Lead the Way's Gateway teacher for 10 years. Develop programs at the Career ConnectED Center, YOUmedia and Makerspace for consortium schools based on their interests and skill level.</td>
<td>Experience integrating National Standards, State Standards, current technology, best practices, student skills and knowledge in problem based learning experiences.</td>
<td>BS in Middle Childhood Education, MEd in Middle Childhood Education, Master of Educational Leadership from Wright State University.</td>
<td>25</td>
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</table>
Duane Hodge  
Director Workforce Development  
Clark State Community College  
Designing Digital Badges, creating playlists, creating experiences, working with employers to create capital.  
15 years of experience designing workforce solutions and programs. Specializing in designing workforce solutions to close skill gaps. Designing sector workforce strategies in manufacturing, insurance, and health care.  
10 years’ experience selling training programs to business and industry.  
MBA  

Lehan Peters  
Deputy Director, Clark County Dept of Job and Family Services, OhioMeansJobs Division  
The role of the OhioMeansJobs Center will be more of an advisory capacity; Provider of Clark County/Springfield demographic data as it relates to the workforce and poverty levels; shared information for local and regional in-demand occupations; providing input in helping youth plan and prepare for tomorrow’s workforce; job readiness; soft skills training; resume preparation, etc.  
Professional in Workforce Development; Member of the Springfield Society of Human Resource Management (network opportunities with local and regional hiring managers); Oversight manager for two federal youth programs funded through the Temporary Assistance for Needy Families (TANF) and Workforce Innovation Act Youth (WIOA).  
Ten years experience managing workforce development programs/OhioMeansJobs Center; Sixteen years experience in higher education; professional fundraiser and administrative liaison for student activities/programs, managed successful phone campaign for student work programs.  
BA in Early Childhood and Intervention Specialist; Workforce Certifications: Professional HR and Global Career Development Facilitator  

Dale Miller  
CPA Treasurer/CFO  
Financial oversight  
Licensed Treasurer and Certified Public Accountant in Ohio; years of Governmental Experience  
32 years of governmental financial experience  
CPA 1993, BA in Accounting Urbana University  

Scott Marshall  
Supervisor of Communications  
Marketing, Public Relations, Community Outreach  
Supervise day-to-day operations & relationships regarding the Springfield City School District’s media relations  
Supervisor of Communications (SCSD: 7/12 - Present), Video Producer - Division of Athletics (University of Dayton: 9/06 - Present), Video Producer (Dayton  
Wright State University, Bachelor of Arts - Motion Picture Theory & Criticism ('02)
| Richard Sykes | Assistant Dean of Business and Applied Technology | Coordination of college-level content development. | Programs - Developed, implemented and assessed academic courses to meet the needs of industry while maintaining a focus on student success. Ensured the academic integrity of all courses related to above programs through course/program assessments, community input and faculty/ student feedback; Supervising - Supervised, trained, and mentored over ten adjunct faculty members in addition to work study students. Developed and maintained a pool of qualified potential part-time faculty with a strong motivational teambuilding focus to encourage and enable others to develop and succeed; Collaboration - Experienced in and committed to building strong, positive collegial relationships both within and outside the college. Built bridges and pathways between various programs across campus. Designed pathways to allow programs to complement each other while exposing all students to all applicable industries and encouraging student collaboration and a sense of community within related programs; Marketing - Created program marketing plans, including seven local high schools, career days, STEM events, and workshop activities. Devised and managed a

Dragons Professional Baseball Team: 6/00 - Present), Video Producer - Public Information Office (Dayton Public Schools: 5/09 - 7/12)

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tr>
<td>Karen</td>
<td>Elder</td>
<td>PBL Specialist; Identify and develop opportunities to combine and integrate PBL with digital badging.</td>
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<tr>
<td></td>
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<td>Have received numerous hours of PBL Professional Development through WSU and Buck Institute.</td>
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<td>Have delivered PBL Professional Development to SCSD staff and the CareerConnectEd Consortium.</td>
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<td>4.5 Years Curriculum Coordinator/RtT Coordinator managing the grant; Co-Author of Straight A grant awarded in FY15; 2 Years Literacy Specialist; 1.5 Years Instructional Coach.</td>
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<tr>
<td></td>
<td></td>
<td>BA WSU, MEd. University of Dayton, Administrative License Antioch McGregor, Superintendent License University of Dayton and BASA</td>
</tr>
<tr>
<td>Dan</td>
<td>Bennett</td>
<td>Superintendent, Clark County ESC; Facilitation of county schools participation.</td>
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<td>32 years of experience in public education; 14 years of experience as a superintendent.</td>
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<td>Federal and state grant administration.</td>
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<td>Bachelor's Degree in Education, Wilmington College; Masters in Ed Leadership, University of Dayton</td>
</tr>
<tr>
<td>Megan</td>
<td>Anthony</td>
<td>Communications Coordinator; Communications and Marketing Assistance; Three years of school communications experience.</td>
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<tr>
<td></td>
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<td>Former journalist, school marketing and PR experience.</td>
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<td></td>
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<td>Bachelor's Degree in Journalism, Ohio University</td>
</tr>
<tr>
<td>Robert</td>
<td>Hill</td>
<td>Superintendent, Springfield City School District; Lead Applicant; Ohio Superintendent License; Ohio Secondary Principal License; Ohio Middle Level Principal License; Ohio Secondary Teaching Certification;</td>
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<tr>
<td></td>
<td></td>
<td>Teacher, Columbus Public Schools; Teacher, Dublin City Schools; Assistant Principal, Licking County JVS; Assistant Principal, South-Western City Schools; Principal, Olmsted Falls City Schools; Superintendent, Firelands Local Schools;</td>
</tr>
<tr>
<td></td>
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<td>M.Ed., Administration; Ohio Dominican University, 1998, Secondary Teaching Certification, Comprehensive</td>
</tr>
<tr>
<td>Name</td>
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<td>Experience and Accomplishments</td>
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<tr>
<td>Rick Butler</td>
<td>Consultant</td>
<td>Provide support to stakeholders, and assist with metrics. 20 years experience in new product development, strategic planning, and marketing in computer industry and biotech industry; 8 years experience as senior administrator in Springfield City School District, overseeing innovative projects, community partnerships, and communications.</td>
</tr>
<tr>
<td>Kim Fish</td>
<td>Director of Communications and Collective Impact</td>
<td>Coordinate partnerships and contracts 20 years experience in new product development, strategic planning, and marketing in computer industry and biotech industry; 8 years experience as senior administrator in Springfield City School District, overseeing innovative projects, community partnerships, and communications.</td>
</tr>
<tr>
<td>Dianne Cardosi</td>
<td>Assistant Treasurer</td>
<td>Nearly 25 years governmental accounting experience. Currently responsible for fiscal portion of over $12M received in state and federal grants.</td>
</tr>
<tr>
<td>Horton Hobbs IV</td>
<td>Vice President of Economic Development, Greater Springfield Chamber of Commerce</td>
<td>Development badge rewards, content and work experiences with local businesses. Responsible for leading the Retention and Expansion efforts for Clark County, OH; Develop real estate for industrial use; Serve as Clark Development Officer for the Springfield Foundation; Executive Director of the Center City Association; Planning Director for the City of New Carlisle; Regional Planner II for the Miami Valley Regional Planning Commission; Miami University, 1997-2002. MA in Geography and Urban Planning; Wittenberg University, 1993-1997. BA</td>
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<tr>
<td>County's Lead Economic Development Official; Serve as Clark County's Lead in representing the community to site selectors.</td>
<td>Created the Entitlement Grant Application for the Federal Community Block Grant (CDBG) program for Butler County, OH.</td>
<td></td>
</tr>
</tbody>
</table>

in Geography