

Budget

Delphos City (043885) - Allen County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (4)

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		13,250.00	2,120.00	14,775.00	4,000.00	160,250.00	0.00	194,395.00
Support Services		2,000.00	320.00	114,900.00	0.00	0.00	0.00	117,220.00
Governance/Admin		24,000.00	3,840.00	0.00	0.00	0.00	0.00	27,840.00
Prof Development		13,000.00	2,080.00	32,800.00	6,000.00	0.00	0.00	53,880.00
Family/Community		0.00	0.00	7,500.00	14,000.00	0.00	0.00	21,500.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	22,500.00	0.00	22,500.00
Transportation		0.00	0.00	23,750.00	0.00	109,000.00	0.00	132,750.00
Indirect Cost							0.00	0.00
Total		52,250.00	8,360.00	193,725.00	24,000.00	291,750.00	0.00	570,085.00
							Adjusted Allocation	0.00
							Remaining	-570,085.00

Application

Delphos City (043885) - Allen County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (4)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Career Connections Mobile Makeover Plus Transition Gains

2. Project Tweet: Please limit your responses to 140 characters.
Doubling career pod job shadowing experiences including 20 new transition paths, making all 90 experiences mobile complimented with VR!
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					
Education	Pre-K Special	K	1	2	3
4	5	6	1000 7	1000 8	
1000 9	1000 10	1000 11	1000 12		

Year 1					
Education	Pre-K Special	K	1	2	3
4	5	6	1000 7	1000 8	
1000 9	1000 10	1000 11	1000 12		

Year 2					
Education	Pre-K Special	K	1	2	3
4	5	6	1000 7	1000 8	
1000 9	1000 10	1000 11	1000 12		

Year 3					
Education	Pre-K Special	K	1	2	3
4	5	6	1000 7	1000 8	
1000 9	1000 10	1000 11	1000 12		

Year 4					
Education	Pre-K Special	K	1	2	3
4	5	6	1000 7	1000 8	
1000 9	1000 10	1000 11	1000 12		

Year 5					
Education	Pre-K Special	K	1	2	3
4	5	6	1000 7	1000 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.

In designing this project, the calculation for student impact was calculated using an ultra conservative estimation. See "CCMM Student Impact" for detail. This project would provide us additional career pods and new transition pods bringing our current 45 through previously awarded Career Connections Student Center (CCSC) Straight A Grant to 90 total modular pods. The addition of the mobile trailer unit will allow us to transport 28 pods at a time to schools wishing to use requested pods at their home schools. The total potential with 28 pods used twice per day and 45 within the CCSC could provide 18,000 students per year experiencing the job shadowing experience @180 school days per year. However, based on scheduling, logistics, etc. we took 38.5% to be conservative. However with the Allen County Education Service Center providing the opportunity to member schools, direct impact could be 7,000 to 18,000 students per year!

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

First and last name of contact for lead applicant
Missy McClurg

Organizational name of lead applicant
Delphos City Schools

Address of lead applicant
901 Wildcat Lane

Phone Number of lead applicant
567-712-0819

Email Address of lead applicant
mmclurg@delphoscitieschools.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

Since receiving our FY16 Straight A Grant, "Career Connections Student Center" (CCSC), numerous schools have reached out to express interest in using the technology, industry specific tools and physical resources for students to carry out suggested grade level activities according to the Career Connections Framework (CCF) using our modular career pods. The CCSC will be operational in 2017 housing 45 career pods representing approximately 30% of OH Occupational 2022 employment projections. Adding an additional 45 career pods including transitional pods for students with special needs will increase coverage to over 60% of employment projections. Our project will provide additional OMJ backpack detail cut from previous project and create career badges for students to earn. Our project will now be mobile, providing additional experiences at home school and new locations and introduce Virtual Reality into the future career makerspace both in the CCSC and in home school locations.

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

Our Career Connections Mobile Makeover Plus Transition Gains "CCMM" expands upon our current Career Connections Student Center FY16 Straight A Grant (see "CCSC Detail") doubling our current 45 modular career pods to 90 and including additional transition pathways for students with special needs to represent over 60% of the projected employment field projections according to Ohio Dept. of Job and Family Services (see "Ohio 2022"). Our modular career pods allow students to become the problem solvers, risk takers, critical thinkers, team players and innovators to solve problems in a real world setting. This new grant project will provide a mobile component allowing current school consortium members to use additional pods at their local schools and the opportunity to expand the project to additional schools through the Allen County Education Service Center. Our project provides the full funding originally quoted from Ohio Means Jobs to provide additional data collection through student backpack detail. We will design new career badges for students to earn as they progress through career pods. Our new project will provide the professional development, education and mobile audio and visual equipment to allow our teachers and students to create additional interactive videos (through YouTube annotations) in 3 critical areas. 1. For the additional career pod activities for students to see careers in action. 2. A series of interactive transition videos connecting families of students with special needs to the supportive agencies improving transition to employment outcomes. 3. A series of college and university learning center series highlighting services provided for students with disabilities and the documentation and procedures necessary to receive those services. We hope to transform the way information is shared from school transition teams, which is currently a listing of these services and agencies to a video guide on how to connect and utilize these services, currently absent in school systems. With Citigroup analysts predicting the Virtual Reality market expected to grow to a \$15.9 billion industry by 2019 and that the market for hardware, networks, software and content will reach \$200 billion by 2020, education needs to embrace Virtual Reality and both our CCSC and the new CCMM needs to include Virtual Reality in future career exploration. Through our project we will create a mobile app for our CCSC and the additional CCMM features to better connect with stakeholders and provide the ability to live stream from mobile locations any Career Connections experiences through our Center's YouTube channel. Our project will provide the opportunity for teachers to become Master Journalism Educators and education for students to inspire video creation beyond the one way medium. Our students have fluency in Vine, Snapchat, etc., and are communicating with video and other forms of media at levels far beyond the basic concept of video. Through our project we will gain the tools to integrate short form media into our career pods and digital media libraries that is interactive and engaging. Our project will not only be shared at Ohio's Educational Technology Conference in 2017 (through our awarded FY16 grant), but now presented nationally, highlighting Ohio's transformation of education at the International Society for Technology in Education (ISTE) Conference. We will work with ISTE's co-development services to earn their Seal of Alignment for our career based activities in our 90 career pods, a select group that is uniquely qualified to deliver a high-quality learning experience aligned to leading digital age standards. As there are over 250,000 projected openings in 2022 for janitorial/maid and packaging and handling jobs representing 5% of Ohio employment projections, our students interested in these fields, will work these positions in the Center earning work based credit.

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.

1. Increased graduation rate by encouraging students to make career connections through project-based learning, measured through ODE state report card. 2. Exceeding the Prepared for Success component of the Ohio School Report Card as compared to similar OH School Districts, a new measure in 2016 that provides information on how schools prepare students for different pathways of college and career success. Current data reported under this measure includes ACT/SAT participation, free ACT/SAT remediation, Honors Diploma, Industry Recognized Credential, Advanced Placement Participation, AP Exam Scores, and Dual Enrollment Credit. 3. Increased student participation in grade level career connection activities with evidence saved to their Ohio Means Jobs Backpacks, measured by OMJ student backpack database. 4. Improved transition services designed to meet each students' unique needs and prepare them for further education, employment, and independent living with new Transition features.

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.

1. Students seeing the direct relevance of what they are learning in the classroom to their future are more likely to graduate and be college career ready. 2. The most successful college career ready programs use engaging, relevant, & age-appropriate programming for that connects their academic studies with hands-on, project-based, and collaborative work, set in the context of real-world challenges. 3. Students who are excited about what they learn investigate and expand their interest in learning to a wide array of subjects. They retain what they learn, make connections and apply their learning to other problems. They learn how to collaborate and are more confident talking to groups of people, including adults. Project-based learning correlates positively with improved test scores, reduced absenteeism, and fewer disciplinary problems. Students who gain content knowledge with project-based learning are better able to apply what they know and can do to new situations.

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

1. 81% of student dropouts surveyed said there should be more opportunities for real-world and experiential learning. They said students need to see the connection between school and getting a good job. The Silent Epidemic: Perspectives of HS Dropouts, Bill & Melinda Gates Foundation (2006). Students who view their courses as relevant to their lives are more likely to be engaged. White Paper, Center for Integrative Studies (2015) 2. Career development activities that are more experiential in nature have been found to positively influence such variables as school attendance and completion. Compared to these types of activities, many of the guidance interventions reviewed seem inauthentic and artificial. School-Based Career Development: A Synthesis of the Literature, Columbia University (2004). 3. Studies comparing learning outcomes for students taught through project-based learning versus traditional instruction show that when implemented well, PBL increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes towards learning. When is PBL More Effective, Strobel & Van Barneveld (2009). PBL can also provide an effective model for whole-school reform. National Clearinghouse for Comprehensive School Reform, Newmann & Wehlage (2004). 4. Delphos City Schools (DCS) working with OSU's Center for Enterprise

Transformation and Innovation has created a School Business Partnership App (School2Biz), currently available on Google Play. DCS implemented a SBP Program in 2014. The network created through our SBP will help our community stakeholders work with us to design the career pod activities for our students based on the skills and competencies our employers require of their workforce. See "Career Pod Stakeholder Meeting Flyer". The School to Work movement's practice of building collaborative networks with local employers may be the most important mechanism by which STW programs help students. The Impacts of SBP's on the Early Labor-Market Success of Students, Cornell University, (2003). 5. The educational use of technology can enhance competencies that go well beyond the knowledge and skills typically measured by achievement tests & emphasizes the importance of enabling students to experience technology in the ways professionals do in their fields (e.g., to conduct experiments, organize information, and communicate) and encourages educators to create learning experiences that mirror students' daily lives and the reality of their futures. Integrating Technology with Student Centered Learning, Nellie Mae Foundation (2011). These competencies include improved understanding of complex concepts, connections between ideas, processes and learning strategies, as well as the development of problem solving, visualization, data management, communication, and collaboration skills, which are among the skills that employers find lacking even in many college graduates. The Conference Board, Corporate Voices for Working Families, the Partnership for 21st Century Skills (2009), and the Society for Human Resource Management, (2006). The National Ed Tech Plan (U.S. Dept of Ed, 2010). 6. Receiving appropriate supports and accommodations in postsecondary programs has been shown to be related to school success and retention for students with disabilities. At the postsecondary level, students with disabilities are expected to advocate for themselves. The Post-High School Outcomes of Young Adults With Disabilities up to 8 Years After High School, NLT2 (2011). For transition planning, collaboration and coordination across systems, both disability-related and general, are imperative in providing continuity of service and access to information for youth and young adults. THE 2020 FEDERAL YOUTH TRANSITION PLAN: A FEDERAL INTERAGENCY STRATEGY (2015)

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. 100% of students actively participate in career pod activities and collect evidence that can be saved in their OMJ Backpack, building upon classroom standards taught in the classroom to skill in the workplace. Creating this link, according to the research, will increase graduation rates. 2. As students make career connections through career pod activities, based on their likes and interests they further explore education and requirements for their chosen career path, setting ambitious goals, increasing Prepared for Success Measures. 3. Will double from 45 to 90 career pods representing over 60% of the employment projected in OH in 2022. Students will complete project-based activities for to work on 21st century skills identified as critical in the workplace. 4. Students with disabilities will complete transition pod activities in education, employment & independent living matched to IEP goals and IEP teams will utilize Agency and Learning Center Video libraries at IEP meeting

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. Current graduation rates in consortium schools: Allen East 92.1% - Crestview - 96% - Delphos 97.3% - Fort Jennings 91.4% - Lincolnvew 96.9% - 2. OH School Report Card measures -Prepared for Success Measures Data including: 1.) ACT Participation - 2.)ACT Remediation - 3.)Honors Diploma - 4.)Industry Credential - 5.)AP Score Better than 3 - 6.)Dual Enrollment Credit. 7. 2012 Graduating Class Entered College within Two Years. Each school baseline listed below: Allen East: 1.)57.9% - 2.)22.4% -3.) 17.1% - 4.)0% - 5.)0% - 6.)0% - 7.)41% Crestview: 1.) 66.7% - 2.)34.7% - 3.)6.7% - 4.)4% - 5.)0% - 6.)21.3% - 7.)63.8% Delphos: 1.)52.7% - 2.)20.3% - 3.)10.8% - 4.)0% - 5.)13.5% - 6.)1.4% - 7.)64.9% Fort Jennings:1.)74.3% - 2.)42.9% - 3.)17.1% - 4.)0% - 5.)0% - 6.)34.3% - 7.) 84% Lincolnvew: 1.)60% - 2.)18.5% - 3.)12.3% - 4.)3.1% - 5.)0% - 6.)41.5% - 7.)61.9% 3. 100% participation in OMJ Backpack. 4. 100% on Indicator 13 Ohio Special Ed Annual Rating

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

Our project was designed to include a variety of students from city and rural school as well as career technical schools. Should any of our assumptions prove false and our outcomes are not being realized, our Grant Advisory Team will review all data points to identify areas of success and analyze variables that could be impacting success or failure. If graduation rates do not increase, we will survey our student drop outs rather than relying on the research to determine how we can utilize our project and the CCSC and new CCMM activities to best meet these student needs. We will meet with at risk students and develop student success plans. We can utilize the CCSC and CCMM to advertise and encourage student participation in the College Success Measures like ACT participation and remediation, having signs or commercials built in the job shadow videos. We can also work with OSU to change features in the School Business Partnership app if connections are not being made to improve our outcomes as well as work with Ohio Means Jobs to possibly build in additional linkage to our CCSC and CCMM activities.

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.

1. Change the ratio of time spent in planning or scheduling career connections activities by grade level to time available for guidance counselors, teachers and admin to act as facilitator of CCMM activities. 2. All students have access to tools and technology used in the workforce specific to their career exploration choices as measured in OMJ Backpack evidence and survey data. Currently, Career tech students (22% state average) have access to these workforce specific tools and experiences, while the remaining 78% of students do not. 3. Additional mobile transition pods will be available for students with disabilities to improve education, employment and independent living post-secondary goals for all students within the education service center's member schools. 4. Interactive video library of transition supports and agency contacts and college and university learning centers will connect students to transition services available to IEP teams across the state.

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.

1. Time saved in planning of career connections activities must be redirected to facilitating roles within the CCSC answering students' questions, providing guidance and encouraging ambitious career goals. 2. As Career Tech students (22% state average) perform problem-based learning in the context of future work place environments, so to all students (remaining 78% state average) will benefit from using workforce specific tools in exploring their career choices through simulated job shadowing experiences (modular career pods). 3. IEP teams must coordinate and utilize the appropriate transition pod as a service to help each student with a disability complete projects to improve their education, employment and independent post secondary goals according to each students' individualized transition plan. 4. Video library of transition supports and services must be relevant, helpful and contain current contact information such as referral process, required documentation, etc.

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

1. Shared online resources through Career Connections are currently being utilized, however not to maximum potential that our additional CCMM project can provide. Schools need the resources to carry out suggested grade level career exploration activities. Many local businesses are not able to accommodate career field trips or job shadowing opportunities for students. We looked at College Career Services to identify success and future trends. Trends in College Career Services point to a "Career Cyber Center" that encourages global networking while educating a global workforce that serves students, employers, staff and the community. Best Practices in Career Services for Graduating Students, Hanover Research (2012) 2. A powerful way in which graduates could benefit from change is to integrate skills, knowledge and insights in such a way that they could be applied to new employment situations, or careers, Center for Integrative Studies. A survey of more than 800 employers found that the people hiring (or turning down) students for jobs believe those recent graduates are equipped with the work place competencies they need, but were not able to articulate and demonstrate their abilities in job interviews, and did not learn several key technical and professional skills that are highly valued by employers, Michigan State's Collegiate Employment Research Institute. Too few of America's students are meaningfully engaged in their academic experience while in high school, and many high school graduates lack exposure to learning that links their studies in school to future college and career pathways - especially in the critically important fields of science, technology, engineering, and mathematics (STEM). President Obama has called for a comprehensive effort to rethink the high school experience for America's youth, challenging schools to scale up innovative models that personalize teaching and learning so that students stay on track to graduate with the knowledge and skills they'll need to succeed in college and in careers, FACT SHEET: Youth Career Connect, The White House. 3. Several factors have stood as barriers to effective collaboration, including lack of shared knowledge and vision by students, parents, and school and agency staff around students' postsecondary school goals and the transition resources necessary to support students' needs and interests (Johnson, et al., 2002). Research suggests that systems can work more effectively together and student achievement of meaningful secondary and postsecondary school outcomes can be improved through the provision of a secondary curriculum that supports student identification and accomplishment of transition goals and prepares youth for success in work, postsecondary, and community living environments (Hasazi, et al., 1999). 4. IEP Teams must work to reduce the confusion and frustration experienced by parents and families by coordinating services and streamlining access to information and programs. Prior to each student's graduation from high school, the student's IEP team must identify and engage the responsible agencies, resources, and accommodations required for the student to successfully achieve positive postschool outcomes. Students need to understand themselves and their disability in relation to needed services and supports, and be able to describe their needs and advocate for themselves in various postschool educational and employment settings. National Center for the Study of Postsecondary Educational Supports (Izzo & Lamb, 2002)

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.

We do not anticipate a change to current instructional spending percentage (currently at: Allen East 64.5%-Crestview 67.9%-Delphos 69.7%-Fort Jennings 62.6%-Lincolnview 68.1%. DCS & Crestview are 2 out of the 33 school districts recognized as School Level Administration Benchmark districts where potential savings for OH school districts through improved administrative practices is substantial. Crestview was further identified as only 1 of 4 in the State of OH as a Benchmark Districts for both Central and School-level Administration. Benchmarking Ohio's School Districts: Identifying districts that get more for their money in non-instructional spending, Knowledge Works Foundation (2011). We do not anticipate a change in instructional spending percentage through our project. Administration expense will not be cut, however percentage of time facilitating students in career connection activities will be monitored

through survey data: baseline, implementation year & sustainability years.

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.

1. Percentage of time reallocated to facilitator role through to help students complete Career Connection activities, collected through survey data, goal of 5% of time redirected. 2. Greater share of workplace resources and tools provided will be through new mobile component in students' home school classroom & will be measured through OMJ Backpack evidence, surveys, & focus groups. Goal is for 75% of teachers to relate 1 classroom lesson to career pod activities & 100% of students to participate in 1 modular career pod activity per year. 3. Students with disabilities will utilize new transition pods for at least 1 education, employment or independent living transition activity. 4. Use of transition video library including agency contacts & support and college and university learning center tools will be measured from amount of views and referrals made. The video library announcement and details will be shared at all IEP meetings at consortium school & within the service ctrs.

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

Our GAT will analyze baseline and implementation year data collected in the area of greater utilization of resources in the classroom and if outcomes are not realized we will seek additional solutions from our school business partners and stakeholders on how our outcomes can be achieved. Our GAT will work with school administrators and the education service center to ensure each district is utilizing the resources in the mobile career pods and encourage teachers to incorporate into classroom lessons, spotlighting those teachers on school websites, education service center newsletters, etc. We have studied promising practices as listed on ODE's Career Connections page and believe our mobile career pods and new transtions video library resource project will be included in the future. If our outcomes are not realized we will reach out to those districts listed as promising practices to reevaluate our objectives to ensure we meet our project outcomes.

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.

1. Restructuring the delivery of career advising as shared services will create greater efficiency. 2. Greater variety and specialization for students in career connections activities. 3. Communicate and market the benefits of career advising shared services school districts, employers, and the community. 4. Greater efficiency in sharing transition agency and support contacts targetted to each family's needs and providing the necessary referral process steps. 5. Shared mobile transition pods to provide individualized problem based tasks students complete in their home classrooms to improve education, employment and independent living post-secondary outcomes.

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.

1. Neighboring districts have overlapping needs in career advising activities that can be centralized through our new mobile component brought to each teacher's classroom. Career pods are being designed with the assistance of business and community members during implementation with career specific PBL activities that school teachers & administrators will not have to schedule or plan from year to year, only schedule based on demand. 2. Doubling from 45 to 90 career pods provides a greater representation matched to job projections for OH providing more specialization for student interest. 3. Providing mobility to the career pods will promote shared services between districts. 4. Transition Video library of agency support, contacts & referral process will provide consistent accurate information for families and IEP teams, often difficult to schedule in person for all IEP meetings. 5. Shared mobile transition pods will provide specialized hands on transition services for students.

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.

ODE Career Connections Promising Practices as listed on ODE website: 1. Marietta City Schools partnered with education, community and business leaders to develop the Building Bridges to Careers (BB2C) program. The program's purpose is to create a network that gives students in Washington County community-based opportunities that broaden their awareness of career options. The Building Bridges to Careers program informs and engages local businesses, community members and organizations, teachers, principals and administrators. Highlights existing business and community partners and provides ways to establish new partnerships. Shares resources and information with teachers. Connects students to real world learning. Provides local businesses with direct links to future employees. 2. Southeastern Ohio middle school students enjoy a summer camp that gives them a greater connection to college- and career-readiness. Denise Shockley, Superintendent of Gallia-Vinton ESC, had a simple goal to introduce career options to students much sooner. It all started with one question: What could we do to give students authentic real-world experiences? She partnered with Buckeye Hills Career Center to tap into the benefits of experienced career instructors, resources and updated labs. At the same time, she relied on relationships with the local business community who had previously supported grade 8 job shadow days. Together, they created a program that gives grade 7 students uninterrupted time to explore different careers and learn more about their own interests. The weeklong "Career Palooza" gives students the opportunity to explore 12 different careers in a lab with an engaging career instructor. Rotations include auto, construction, HVAC, culinary, information technology, patient care, agriculture and more. 3. Licking Heights Central Middle School partnered with C-TEC, a career and technology education center, to create project-based instruction that gives career connection opportunities to students. With the assignment to create a candy bar, the course not only incorporated 21st century business skills, but connected students to real professionals from local businesses. 4. Research indicates that many transition efforts aimed at involving families and communities occur only after the school year has begun and do not take into account the needs of specific children or families (Early, Pianta, Taylor, and Cox, 2001). Furthermore, family involvement typically declines as children get older. Involving families and communities during transition periods can help develop relationships and lead to increased involvement following the transition period in the older grades (Norman, J.M., 1999). Involving families, communities and students in transition planning is particularly important for students with special needs. IDEA requires transition planning including post-secondary awareness activities and initial planning for transition to begin no later than age 14 for students with disabilities. Student, family and community collaboration in transition planning has been linked to positive outcomes including higher graduation rates for these students (Michaels & Ferrara, 2005). 5. One obstacle to implementing required transition services is the lack of time and resources available to teachers & schools (Kaehne & Beyer, 2009). Finn & Kohler (2009) reported the additional obstacles of the lack of training to implement aspects of transition services. Several program components (e.g., goal setting, life skills, and student involvement in the IEP process) are necessary for a transition plan to be successful (Daviso et al., 2011;

Wehmeyer & Schwartz, 1997; Woods et al., 2010). The findings from the research of Daviso's et al, Wehmeyer's & Schwartz's, & Woods' study explored the knowledge stakeholders require to make recommendations for best practices of effective implementation of transition services that comprise the total transition plan.

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.

Demonstrating the use of shared services through our additional mobile component and existing CCSC: 1. Use of mobile career pod activities through number of students and schools participating will be collected with the desired outcome to increase in student population and number of schools participating through sustainability years. 2. As students complete activities in modular career pods, data will be collected on the number of schools & students participating. 3. Students will earn badges reflective of the career based projects completed over the various 90 transition and career pods. 4. Number of referrals and contacts made through use of transition video library among all schools. 5. Number of transition services provided through use of mobile transition pods and those used in the existing Career Connections Student Center among all schools.

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.

1. Our CCSC is the 1st shared service model in job shadowing between school districts. Baseline data of all students & schools participating will be downloaded from OMJ Backpacks with goal of 100% of 7,000 students saving 1 CCSC or mobile activity to OMJ per year 2. Current baseline data will be collected from student surveys on job shadowing activities completed. As students use the modular career pods will track data on # of students through each of the 90 in demand career pathways per year 3. Marketing of shared services will be shared socially through the centers current www.facebook.com/delphosccsc page 4. Use of Google forms as interactive component of transition video library will collect data on use of shared services model among districts. Qualitative data will also be gathered from IEP team members wishing to participate in interviews 5. Use of transition pods will track based on each student within each district providing quantitative data of shared service implementation

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

Our new mobile component plus additional transitional pods, and transition video library will provide a unique opportunity to better share services among districts and service centers to collect data from all stakeholders, students, community members, teachers and administrators. Through our database we will be able to directly contact all stakeholders to determine the effectiveness of our program. This data will allow the GAT to modify and make changes to best fit the needs of the stakeholders. We will utilize our mobile audio visual news crew to record focus groups of students as they complete career connection activities through career pods in their home school classrooms. Through the focus group and Career Pod qualitative and quantitative statistics we will be able to identify our most successful initiatives and brainstorm how to make the other areas more effective to achieve grant objectives in a shared services delivery model. By obtaining the ISTE Seal of Approval we hope to set our career based activities apart demonstrating a competitive advantage for schools to use our model to better share services. We've partnered with our local service center as a resource to better provide these shared services and will work with GAT and service center to analyze our assumptions should outcomes not be realized in the first couple years of our grant project to ensure success in future years.

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.

570,085.00 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.

Please see "CCMM Budget Detail" for additional data. Our Career Connections Mobile Makeover project total of \$570,085 includes capital outlay of \$291,750 which includes \$55,000 for a 12 passenger van & \$30,000 for a trailer to make our career pods mobile. \$24,000 for 45 shipping containers to allow any of the 90 to be switched out for mobility and 3 cases for the ESC's VR system to be used in member schools. \$9,000 for career pod tooling, \$45,000 for career pod data tablets, \$2,250 for tablet cases, \$22,500 storage for career pods between use, \$15,000 PC video editing stations, \$12,000 for 6 Ipad Padcasters for livestreaming career connection events from consortium schools, \$30,000 for portable broadcast media equipment to make career pod, transition and learning center videos at various locations, \$5,000 for media editing software, \$6,000 for Holo Lens, and \$36,000 for Oculus Rift Virtual Reality systems. Purchased services of \$193,725 include \$100,000 for Ohio Means Jobs to add additional data collection to student backpacks, \$2,500 for survey services, \$5,000 CCMM App for stakeholder notifications, \$9,000 badge designs, \$12,900 mobile hot spot contract for livestreaming in the field, \$2,000 website additions, \$5,775 student digital media camp, \$31,000 ISTE Conference & Co-designing services, \$1800 teacher broadcast journalism certifications, & \$23,500 video travel expense for the approximately 100+ new videos created. Total supplies of \$24,000 include \$14,000 evaluation postage, \$4,000 student work based credit supplies, and \$6,000 to host demos and ed tech boot camp. Salaries of \$52,250 include \$24,000 for GAT implementation and evaluation design, \$2,000 student work credit training, \$2,000 technology setup, \$11,250 career pod planning, and \$13,000 staff PD and Train the Trainer. Fringes on salaries are budgeted at \$8,360 or 16% of salaries.

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

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

The expenses of our project, such as capital outlay, technology, planning, implementation, professional development and evaluation will be paid through grant funds during the grant year. Through a Train the Trainer model, we do not foresee additional professional development costs associated with use of the Career Connections Mobile Makeover in future years. The Career Connections Student Center has been designed using solar energy panels to offset costs of any technology in the Center. The Grant Advisory Team will plan and create the evaluation tools during the implementation year. Postage is prepaid during implementation year to collect data on student outcomes post-graduation. In future years, results will be reviewed by consortium administration. Grant Advisory Team members will compile, interpret and report upon all data collected through sustainability as part of their positions as administrators and curriculum directors, requiring no future funds to sustain the grant project. The van and trailer will be under warranty through the sustainability years. There will be sustainability expenses of insurance and gas to use the van and trailer that will be part of the usage fee of the mobile career pods. Each local school district using the mobile component will share in the sustainability costs based on usage. Shared proportionately based on use, this will be a minimal charge that can be passed on as a student activity fee so no impact to school district budgets.

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

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

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

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

100 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

Currently the Ohio Department of Education has not provided funding to implement Career Connections activities; however each local education agency has determined their own costs as part of their budgets to implement career advising activities. Each agency will determine locally the reallocation of their existing budget funds to offset any mobile use fees of insurance and gas costs of the van and trailer during sustainability years. Spread proportionately based on use, the fees to use the Career Connections Mobile Makeover (insurance and gas) will be minimal and each school district will decide on reallocation of funds or passed on through student activity fee as field trips are often charged. In

our CCMM, the field trip is actually coming to them, much as schools often have COSI on wheels or other mobile labs go to school locations.

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 June 20, 2016 - September 30, 2016

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

According to the Straight A Grant timeline, grants are to be approved on 6/20/16. As our project is an expansion of our previous CCSC, we have updated our existing workflow with the new project activities. See "CCSC + CCMM Timeline Workflow". The color coded key outlines activities already completed, those that will be completed in conjunction with our current grant, and new feature additions. Our current CCSC Grant Team is already in place so through this new project we will add the ESC representatives. Immediately following award notification, our consortium administration and GAT will meet and assign new responsibilities. We have set monthly meetings to rotate among consortium member locations. Our CCSC website is already created and will promote all media, activities, and events through the CCSC and now new mobile component. See "CCSC Website". The first of our pre-grant surveys have been created and are embedded on our CCSC website. We will design additional surveys for the new Transition and Learning center components of the project and identify focus groups we wish to survey throughout both of our Career Connections projects. See "Career Pod Stakeholder Meeting Flyer" which outlines our first meeting on 5/6/16. By the end of 09/16, we will have a stakeholder group in place working to design the career pod activities utilizing ISTE's co-development services. An informational packet will be sent to transition coordinators, colleges, & agencies on new video library. Students and teacher news crews, who will be creating the 100+ career transition agency and learning center videos, will attend digital media camp to improve their video production skills. The van and custom trailer will be designed and purchased. The shelving space will be built and travel pod cases purchased. We will meet with OMJ and create a timeline for additional Backpack features which were previously eliminated from CCSC Straight A Grant due to budget constraints.

22. Implementation (grant funded start-up activities)

a. Date Range October 1, 2016 - June 2017

b. Scope of activities - include all specific completion benchmarks

Please see "CCSC + CCMM Timeline Workflow" for additional details. Start-up activities will occur during implementation year from 10/16 to 06/17 in conjunction with current center activities. New activities will all be completed by June 2017, including working with OMJ to add additional data collection tools to student backpacks that were cut due to budget constraints in previous CCSC grant. Currently documents can be uploaded; however stakeholders have requested a more seamless use of data collection and reporting of student backpack detail. Purchase of the van will serve two purposes 1) transport mobile career pods & 2) function as a mobile news vehicle for crew & equipment. Trailer will be customized for mobile career pod containers with exterior side doors. See "Career Pod Trailer". A shared calendar scheduling system will be shared among consortium schools to schedule use of the Center and new mobile components. GAT will work with stakeholders & ISTE's co-development services designing the 90 career & transition pods with completion goal of 01/17 for student use. Additional virtual reality future career exploration will be added to makerspace. Students will be trained as packaging & logistic crews to assist in scheduling and fulfillment of career pod orders between schools. A simple CCSC & CCMM App will be created to share notifications among stakeholders and new features of the project expansion will be added to the already created CCSC website. See "CCSC Website". Teachers will earn master journalism credentials and trained student news crews will first complete additional career specific job shadowing videos for career pods, then move on to additional Transition support agency & learning center video library. By June, 2017 entire project through both FY16 & FY17 grants will be completed allowing full student use & shared at International Society for Technology in Education conference to highlight the success of Ohio's Straight A Innovation Grant.

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

a. Date Range July 2017 - June 2022

b. Scope of activities - include all specific completion benchmarks

Our current CCSC & CCMM expansion will be fully operational during implementation year. By 07/17 we will have completed our 1st formative

assessment over implementation year. We will measure each of our CCSC & CCMM short term objectives as mapped on "CCSC + CCMM Grant Timeline Workflow" & compile all baseline data collected from OMJ database, survey & focus group data from all stakeholders, The GAT will review formative assessment with consortium admin & post all results on CCSC website. The 17-18 school year will be the first full data year. We expect all CCSC & CCMM expansion pods & resources available for use. As students participate in career pod activities and utilize transition and learning center video library, we will gather quantitative data (# of students, grade, district, # of career modules completed, # of successful tasks through career modules, # of mock interviews, OMJ Backpack tasks completed) as well as qualitative data (student, teacher and community engagement level, what they learned, enjoyed, would change). At the end of each year, the GAT will look at those jobs most in demand in Ohio to determine if any of our career pods need retooled for new career paths. We will work with our school business partners to retool career pods. In 07/19, after 2 full years of data, the GAT will compile all data from databases, surveys and focus groups & complete a summative report. Our summative report shared with all stakeholders during sustainability year #2 allows our GAT time to make any major adjustments or modifications to our project should data indicate any of our grant objectives are not expected to be realized based on the data. We will continue to compile data & provide yearly formative reports in each of sustainability years 3, 4, & 5 to ensure our project success & work with additional districts who wish to replicate our success. All of our grant materials will be posted on our CCSC website for transparency & to inform all stakeholders.

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:

Our Delphos City Schools district has witnessed first-hand the substantial impact and lasting value receiving a Straight A grant can provide. Please see "DCS Grant Media" for additional details. We will create new interactive processes for our families of students with special needs to explore supportive agencies and utilization of college and university learning centers. Our CCMM will provide the additional resources to double the career experiences to represent 2/3 of the projected employment outcome in OH to the year 2022. The research is well documented and Ohio is leading the Career Connections initiative to provide students the opportunity to experience real world connections. Through our additional CCMM resources, we have the opportunity to work collaboratively with our communities and business stakeholders to expand our shared services model, a mobile career cyber center to ignite student interest and provide the bridge between education and the global workplace. Furthermore our additional CCMM career pods will redefine job shadow experiences from "exposure to the workplace" to PARTICIPATION in the workplace through the career pod project base learning. Our CCMM aligns to Ohio's Career Connections goals by providing the physical resources and tools that give our students an advantage of experiencing the workplace first hand. Redundant processes of individual schools trying to coordinate job shadowing opportunities can be replaced with all of our CCMM features across district boundaries. More importantly rather than our students leaving the school environment and engaging in shadowing field trips on their own, our school districts will guide and facilitate them and experience the workplace as well so the lessons learned through the CCSC and within their own classrooms through the CCMM where teachers draw upon center activities in the classroom for deeper meaningful understanding of how grade level standards relate to future work.

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:

Through our unique project, we will have a physical and mobile locations where we will capture all student and community engagement through surveys and OMJ backpack evidence. We feel our project can be internally evaluated by evaluating the project using quantitative data from ODE Report Cards, OMJ and School Business Partnership app geolocation database and survey data as well as qualitative data from stakeholder surveys and focus groups. Furthermore, the additional location feature in our School Business Partnership app will have a database of all CCSC completed engagements. Our project's Grant Advisory Team consisting of consortium member Curriculum Directors and Administrators will be responsible for compiling all data into yearly formative reports during implementation and all sustainability years as well as a summative report after the 2nd sustainability year with all data and reports uploaded to the Straight A Compliance tool and shared with stakeholders on our school websites

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.

We designed our grant proposal, expected outcomes and evaluation in accordance with Common Guidelines for Education Research and Development, Institute of Education Sciences, U.S. Department of Education and the National Science Foundation (2013). Our evaluation will rely on valid and reliable district data reported through the Ohio State Report Cards, and use of Ohio Means Jobs student databases, as well as Google Form surveys to collect qualitative and quantitative, and student and business focus groups will provide the data needed to internally evaluate our project to best inform all stakeholders. Stakeholders include students, consortium school districts, parents, community members, the Ohio Department of Education and all schools in the state of Ohio. Our CCMM grant evaluation plan, see "CCMM Evaluation"

contains a combination of formative evaluations and a summative evaluation in June, 2019 after 2 full years of data has been collected for each of our grant objectives. Completing a summative evaluation in sustainability year 2, will allow our grant team time to revise or modify activities to best meet all stakeholder needs and grant objectives by year 5. Formative evaluations will occur after implementation year, grant years 1 (06/18), 3(06/20), 4(06/21), & 5(06/22) to assess initial and ongoing project activities. The Grant Advisory Team (GAT) composed of representatives from each consortium district will compile and report on grant data and share with administration and all stakeholders of the grant project. DCS Superintendent will extend an offer to all Superintendents in Ohio not in consortium for participation in surveys to collect control data for comparability purposes during implementation year and year 1. In return for control data, those schools participating will have first access to CCMM after consortium schools. Once award notification is received the GAT will use Google Form Surveys which add an extra layer of security by collecting respondent's email address to avoid duplicate responses, to collect baseline data and design surveys for stakeholders and through CCMM activities for implementation and future grant years. By collecting student email addresses we will be able to map this data to OMJ student Backpack data to measure how student completion of short term objectives through the CCSC & CCMM such as completion of career pod activities impact career goals and exploration in future years. This will only be for aggregate reporting and no personal email data will be shared. Two primary advantages of the CCSC & CCMM for evaluation purposes is that all users will easily participate in data surveys using technology such as tablets to collect data and the geolocation database of events scheduled and completed through our School Business Partnership app. Yearly formative reports will be posted on school websites, submitted through ODE compliance tracker and shared with local media (newspapers, social and broadcast). Our GAT will work with consortium administration to review data and revise our grant project as needed to best meet objectives. Teacher and administrator survey data will provide insight to utilization of CCSC & CCMM resources in the classroom and changes to institutional planning time allocated to Career Connection activities. Grade level focus groups across district boundaries will provide qualitative data from students' perspectives as they progress yearly through the CCSC & CCMM exploring careers and setting goals. By year 5 we will be able to measure the individual impact of CCSC & CCMM activities in students as they progressed from grade 7 (implementation year) to grade 12 (year 5). Our project and evaluation will provide pilot data with the potential to improve learning and education outcomes and increased efficiencies in Career Connections beyond what our current practice provides.

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.

Our CCSC & CCMM can absolutely be scaled-up, expanded and replicated! All schools in the state of Ohio can have access to our mobile career pods. Obtaining the ISTE Seal of Alignment for our career pod activities will set our resources apart as one of a select group uniquely qualified to deliver high-quality learning experiences aligned to the leading digital age standards. See "ISTE Student Standards". We will provide an innovative new delivery model of career advising shared services that can be regionally implemented in existing space. The new linkage for evidence saving in OMJ can be utilized by all students in the state of Ohio for additional evidence collection. We will expand on our current CCSC website adding the CCMM features, where videos and evidence collection can be shared with school districts across the state. Our current 2016 Straight A Grant already provides the opportunity to share the CCMM additions at the Ohio Educational Technology Conference in 2017. Through our CCMM addition, we will promote the Straight A Grant and Ohio's education transformation, specifically in Career Connections, in a national spotlight at the International Society for Technology in Education conference. Furthermore, our Grant Advisory Team will share the success of our project at our local NW Ohio Ed Tech Boot camp and through social media and personal learning networks. We believe our project will be useful to every student and school district in the state of Ohio with new Career Advising Policies implemented this school year. School districts are looking for cost effective and time saving strategies for students to complete suggested activities through the Career Connections Framework.

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).

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).

Consortium

Delphos City (043885) - Allen 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
Trent	Kreischer	419-749-9100	kreischer.trent@crestviewknights.com	Crestview Local	050351	531 E Tully St, Convoy, OH, 45832-8864	
Kim	Nellis	419-222-1836	kim.nellis@staff.allencountyesc.org	Allen County ESC	045740	1920 Slabtown Rd, Lima, OH, 45801-3309	
Mindy	Losh	419-286-2238	m_losh@jenningslocal.org	Jennings Local	049338	PO Box 98, Fort Jennings, OH, 45844-0098	
Keith	Baumgartner	419-648-3333	baumgartnerk@alleneastschool.org	Allen East Local	045757	9105 Harding Hwy, Harrod, OH, 45850-9485	
Brenda	Leeth	419-968-2214	bleeth@lincolnview.k12.oh.us	Lincolnview Local	050369	15945 Middle Point Rd, Van Wert, OH, 45891-9769	

Partnerships

Delphos City (043885) - Allen 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
Trent	Kreischer	419-749-9100	kreischer.trent@crestviewknights.com	Crestview Local	050351	531 E Tully St, Convoy, OH, 45832-8864	
Mindy	Losh	419-286-2238	m_losh@jenningslocal.org	Jennings Local	049338	PO Box 98, Fort Jennings, OH, 45844-0098	
Keith	Baumgartner	419-648-3333	baumgartnerk@alleneastschool.org	Allen East Local	045757	9105 Harding Hwy, Harrod, OH, 45850-9485	
Brenda	Leeth	419-968-2214	bleeth@lincolnview.k12.oh.us	Lincolnview Local	050369	15945 Middle Point Rd, Van Wert, OH, 45891-9769	
Kim	Nellis	419-222-1836	kim.nellis@staff.allencountyesc.org	Allen County ESC	045740	1920 Slabtown Rd, Lima, OH, 45801-3309	

Implementation Team

Delphos City (043885) - Allen 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	Delete Contact
Trent	Kreischer	Director of Curriculum and Instruction	Crestview Representative	5 Year Professional License - Principal PK-6 Principal Grades 4-9 Principal Grades 5-12	3 years PD/Curriculum/Assessment Coordinator 15 years classroom teacher skilled in blended learning, technology integration and assessment	University of Dayton Master of Science, Educational Leadership and Administration Huntington University Bachelor of Science, Elem & MS	100	
Brad	Rostorfer	Treasurer	Coordinate and oversee all fiscal responsibilities, participate in all grant meetings providing financial detail and guidance.	20 years experience as fiscal agent of DCS in local, state and federal grants.	Former Accountant for Combs Reitz & Co. Former Assistant Controller Sweeney Freightliner of Lima.	Associates Degree Lima Technical College. Bachelor's Degree Defiance College	100	
Kevin	Wolfe	Superintendent	Overall guidance to make sure that the objectives and goals of the grant project fit within district overall plan. Will oversee the overall daily operations of the school district and implementation of grant.	University of Findlay Superintendent License. University of Dayton High School Principal and Assistant Superintendent License. University of Dayton MS Educational Leadership and Allied Professions.	Principal: Ayersville Local Implemented 1:1 Initiative for all students in grades 7-12. Updated curriculum to meet the common core standards and technology web-based instruction Offered OnLine/Dual Enrollment Courses for students through NW State and Owen Community College Offered Long Distance Learning courses. Assistant Principal: Sidney High School. Lead staff development and inservices to enrich curriculum development and teaching strategies. Chairman of the North Central Accreditation.	University of Dayton MS Educational Leadership and Allied Professions University of Findlay BA, Comprehensive Social Studies Education 7-12	100	
Missy	McClurg	Transition Coordinator, Lead Grant Writer, Special Education Officer 9-12, CC+ Teacher	Wrote grant proposal, contacted consortium districts, made contacts with Ohio Means Job K-12, obtained quotes, created all supplemental documentation, will serve as grant project manager	Certified Public Accountant. Google Educator, Google Certified Innovator, Ohio Teacher Licenses in Integrated Business and Intervention K-12 as well as Administrative Specialist in Curriculum, Instruction and Professional	Human Resource Director at Lakeview Farms, Delphos, OH. Senior Financial Analyst at Eaton Corporation, Van Wert, OH and Rittal Corporation, Springfield, OH. Controller Elmco Engineering, Van Wert, Ohio. Network Administrator Community First Bank & Trust coordinated Y2K conversion and bank merger between Citizens, Van Wert National and several Keybank branches. Junior Achievement Advisor. Wrote and managed previous DCS Straight A Grant "Let's BRAG	Masters in Special Education, Wright State University. Bachelors Degree in Accounting, Tiffin University.	100	

				Developmentin. Special Education Officer 9-12, Transition Coordinator, Grant Project Manager, Adjunct Accounting Instructor at the University of Northwestern Ohio.	(Bring Robust Achievement Gains!) About our Schools and Career Connections Student Center.			
Mindy	Losh	Guidance Counselor	ort Jennings Representative	5 Year Professional License - High School (7-12) 5 Year Professional License - Pupil Services 16 years in Education 4 years Guidance Counselor	College Credit + Instructor Implemented Ohio Means Jobs grades 7-12 at Fort Jennings	Masters in Education	100	
Barb	Duvall	Curriculum Supervisor Allen County ESC	Allen County ESC representative	Currently Curriculum Supervisor at Allen County ESC servicing Delphos City Schools, Allen East Schools and providing Career and College Readiness support for Lima City Schools	40 Years of classroom experience grades k-9 Adjunct Professor, Bluffton Unversity 2 years Curriculum Supervisor, Allen County ESC 3 years K-12	BS of ED from Ohio State University MS from University of Dayton	100	