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<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
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Adjusted Allocation: 0.00

Remaining: -349,250.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Fulton County Advanced Manufacturing Partnership

2. Project Tweet: Please limit your responses to 140 characters.
Fulton County Manufacturing - School Partnership expanding advanced manufacturing career technical pathways for students grades 6-12.
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.

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<th>Grant Year</th>
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<td>47 6</td>
<td>55 7</td>
<td>62 8</td>
</tr>
</tbody>
</table>
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.

Since there are no advanced manufacturing training centers that service high school students in Northwest Ohio. There is one Career Center serving Fayette Local Schools and Pettisville Local Schools. Currently no advanced manufacturing training is available. This three district consortium serves 459 6-12 students. These districts and students can be impacted by this new opportunity for students. In addition to K12 youth, each district is committed to starting a new service to bring adult workforce advanced machining, robotics and engineering training.

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

First and last name of contact for lead applicant
Erik Belcher
Organizational name of lead applicant
Fayette Local Schools
Address of lead applicant
400 East Gamble Road Fayette, OH 43521
Phone Number of lead applicant
4192372573
Email Address of lead applicant
ebelcher@fayettesch.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

Fulton County Ohio has a long history of manufacturing & a strong transportation infrastructure (rail, highway). Recent data (www.ohiohired.org) reports Ohio is short 60,000 manufacturing workers for its advanced manufacturing workforce. Fulton County Workforce Development reports there are currently 247 advanced manufacturing positions open. Local manufacturing now is determining if northwest Ohio has the workforce to sustain their expanding highly skilled employee needs. No one in the region offers advanced manufacturing certification. The closest program is 55 miles away making it a nearly impossible goal for Northwest Ohio youth. Fulton County students (male and female) need access to academic & career technical programs integrating industry recognized credentials/certifications in advanced manufacturing and stackable certificates. Students graduating with such credentials have greater post-secondary attainment & thrive in high skilled jobs.

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

Fulton County Advanced Manufacturing Partnership (FCAMP) is a regional response to credential future workers for advanced/specialized manufacturing jobs. Northwest Ohio students in grades 6-12 will have cutting edge opportunities to explore careers, earn credentials/college
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.

Long Term Outcome: FCAMP students will significantly increase workforce and college readiness for in-demand advanced manufacturing career pathways. Goal 1: Increase % HS students earning industry credentials preparing them for advanced manufacturing careers. Goal 2: Increase # HS students earning College Credit Plus credits that can lead to associate’s degree in advanced manufacturing career field. Goal 3: Increase # HS students grades 9-10 who complete advanced manufacturing certification at home schools. Goal 4: # MS students grades 6-8 exposed to advanced manufacturing career exploration.

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.

RAMTEC model will address local workforce need to increase advanced manufacturing training opportunities. Research: The key to student achievement innovation is individual competency mastery, not "seat time" (Measuring Mastery, AEI 2015). FCAMP chose RAMTEC model because its cutting-edge, competency-based learning is recognized by Society of Manufacturing Education, Ohio Economic Development Association, Governor Kasich, and the Ohio Department of Education. Students graduate with industry recognized credentials/certifications & college credits in advanced manufacturing that lead to postsecondary attainment & ensures academic rigor to compete/thrive with the demand of these new high skilled jobs. When Kasich administration toured Tri-Rivers to evaluate RAMTEC effectiveness, LT. Governor Taylor stated, "We want to make sure every kid in Ohio has this kind of opportunity'. Gov. Kasich said, "We need kids interested in what they're doing."(Marion Star, 2014).

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

FCAMP is on the cutting edge of connecting students to their futures. Partnering with business and industry to design and deliver programs that are results-driven and demonstrate a positive return on investment, FCAMP programs provide students with the education and training necessary to be prepared for the job market. However, for our graduates to be competitive in the advanced manufacturing sector, our students need the training on cutting-edge equipment that will provide industry-recognized credentials. We are confident that with the addition of cutting-edge equipment and industry based internship and mentoring our student achievement and preparedness for 21st century employment will provide remarkable success for student and business alike. Fulton County, Ohio has a long history of manufacturing and a strong transportation infrastructure (rail, highway to transport large quantities of raw materials and finished products). No one in the region offers advanced manufacturing certification. Ohio is short 60,000 manufacturing workers for its advanced manufacturing workforce. (www.ohiohired.org). Yet, it is nearly impossible for a Northwest Ohio youth to receive advanced manufacturing certification because there are no programs within 55 miles. FCAMP customized training programs will create partnerships with local business and industry that benefit both the employer and students. Local employers continually hire our graduates to fill their staffing needs. Our students earning additional industry-recognized credentials will have a direct positive impact on our local job market and economic development.

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).

Long Term Outcome: Fulton County students will significantly increase workforce and college readiness for in-demand advanced manufacturing career pathways. FCAMP teacher participation in training/earn credentials & industry credentials offered & industry courses offered & partners interested in hosting student intern/apprentices & # students participating in MS career exploration & # students enrolled in Fulton County advanced manufacturing program -cost savings and reallocation per FIT -Through the implementation of new curriculum in year one, our goal by June 30, 2018, is that FCAMP will have at least 15% of participating students earn additional credentials or certifications. By June 30, 2023, FCAMP will have built capacity to sustain advanced manufacturing initiatives locally without additional income; as measured by combination of cost savings within project and reallocation cost savings as described on FIT. Baseline is FY16
v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

Long Term Outcome: FCAMP students will significantly increase workforce and college readiness for in-demand advanced manufacturing career pathways. Each of the following data points will be disaggregated male and female: -Post-Program Placement in advanced manufacturing pathways -Industry Credentials in advanced manufacturing pathways -College Credit Plus (CCP) course work aligned to advanced manufacturing pathways -# of 9th and 10th graders participating in adv manufacturing CTE courses at home schools -# of MS students exposed to advanced manufacturing career exploration. Additionally, project will collect data on cost savings within project and reallocation cost savings as described on FIT.

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

The Project team will review relevant data bi-monthly as available. Target percentages were calculated for each year of the grant period, adjustments to training and support will be determined annually if targets are missed. FCAMP faculty will offer tiered support (through non-grant funded efforts) to students who are not on-track to complete credentials/college courses. FCAMP is contracting with an external evaluator at $10,000 which is 3% of project budget. This amount is reasonable given industry standards. Fulton County believes external evaluation is essential to ensure the district monitors and reports on fidelity of implementation, student achievement outcomes and cost savings. This outside support will also provide additional value because the evaluator will be able to recommend mid-course adjustments to improve results if needed.

\[ \begin{align*}
\text{b. Spending reductions in the 5 year forecast} \\
\text{i. List the desired outcomes.} \\
\text{Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.} \\
\text{ii. What assumptions must be true for this outcome to be realized?} \\
\text{Example: transition to “green energy” solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.} \\
\text{iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.} \\
\text{iv. Please enter the Net Cost Savings from your FIT.} \\
v. List and describe the budget line items where spending reductions will occur. \\
\text{vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?} \\
\end{align*} \]

\[ \begin{align*}
\text{c. Utilization of a greater share of resources in the classroom} \\
\text{i. List the desired outcomes.} \\
\text{Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.} \\
\text{ii. What assumptions must be true for this outcome to be realized?} \\
\text{Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.} \\
\text{iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.} \\
\text{iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.} \\
\text{Note: this is the preferred indicator for this goal.} \\
\text{v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.} \\
\text{These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.} \\
\text{vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?} \\
\end{align*} \]
d. Implementing a shared services delivery model

i. List the desired outcomes.
   *Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.*

ii. What assumptions must be true for this outcome to be realized?
   *Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.*

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

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.
   *These should be measurable changes, not the accomplishment of tasks.
   *Example: consolidation of transportation services between two districts.*

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.
   *Example: change in the number of school buses or miles travelled.*

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

10. Which of the following best describes the proposed project? - (Select one)
   - a. New - Never before implemented
   - b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
   - c. Replication - Expansion or new implementation of a previous Straight A Project
   - d. Mixed Concept - Incorporates new and existing elements
   - e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.
   a. Enter a project budget in CCIP (by clicking the link below)

   Enter Budget

   b. If applicable, upload the Consortium Budget Worksheet (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.

   349,250.00 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.

   Reasonable budget/scope: FCAMP does not have the equipment to teach the advanced manufacturing skills needed to fill the employment opportunities available. These investments will pay for themselves many times over in economic growth and retaining local industries. Needed equipment is not cheap, but at the same time we have received many in-kind donations. Equipment suppliers realize the need to support worker training programs. No staffing is requested, Fulton County will cross train current employees. In order to operationalize this plan the attached budget information is submitted for your consideration: Purchased Services: $35,000 Total The program will have evaluation during the
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
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.

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<th>Question</th>
<th>Date Range</th>
<th>Scope of activities - include all specific completion benchmarks</th>
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</thead>
<tbody>
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<td>21. Planning</td>
<td>August 2017 to June 2018</td>
<td>Upon award: media notification; board approvals/contracts signed; recruit teachers for training; finalize student recruitment &amp; evaluation plan; create Project Team meetings calendar for planning period to ensure all processes are in place for implementation; September 2017: create plan of action; partnership development (local and statewide); staff curriculum and correlations to Career Tech competencies/Industries Certification needs; determine teacher needs, curriculum needs, equipment needs and reassurance that facility space and electrical needs; Register instructors/set-up instructor certification; Contact equipment vendors to identify equipment delivery schedules; Continue articulation agreements with Community Colleges for College Credit Plus; Initiate weekly meetings for Project Steering Committee; submit final evaluation plan to ODE; Quarterly project evaluation. Benchmarks to demonstrate success -equipment &amp; supply purchases -evaluation plan created -board contracts approved -curriculum design documents -marketing and recruitment plan -Communication/key stakeholder engagement/consent from all required officers, governing bodies hold local celebrations and events with business partners to build deeper relationships, board/staff meetings to announce project; quarterly board/community updates; create marketing plan: Project Manager/Director weekly meetings coordinate project outcomes, ensure strong communication and capacity to manage scope of work. Monthly meetings with evaluator to monitor evaluation plan &amp; project fidelity.</td>
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<tr>
<td>22. Implementation (grant funded start-up activities)</td>
<td>September 2017 to June 2023</td>
<td>September 2017: Kick-off comprehensive marketing campaign in Northwest Ohio; Continue lead instructor training; FANUC Certification Training; FANUC Certification CERT Cards delivered; Lead Teacher Two-Day Training; Initiate training for Motoman Robotics; Deliver STEMCart; Deliver/install FANUC &amp; Motoman Robotic Equipment; Fall 2017-2022: Host open houses; Lead Teacher Training; Finalize marketing and recruitment efforts Benchmarks to demonstrate success: -equipment &amp; supply purchases -training participation -curriculum design documents -marketing and recruitment plan -Communication/key stakeholder engagement/consent from all required officers, governing bodies continue project coordination, marketing and communication activities and board reports as described in planning; administrator and manage scope of work/develop interdependent system of change. Project Director will coordinate Quarterly Project Steering Team meetings; Teachers involved in decision making; annual surveys to determine project success; Board approves contracts and will receive quarterly reports from evaluator on progress; continue outreach with business/higher education partners to build deeper relationships, Monthly meetings with evaluator to monitor evaluation plan &amp; project fidelity.</td>
</tr>
<tr>
<td>23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)</td>
<td>August 2017 to June 2023</td>
<td>A competency based educational model integrates pre/post assessments as embedded measurements for curriculum objectives that RAMTEC centers will assess with e-assessment management systems. 2017-2018: identify instructional competencies required for students in manufacturing pathways; pre-assess student knowledge and prescribe effective training based on the competencies required of the Advanced Manufacturing model being used; (on-going) formative assessments provide data analysis of both individual and class results that identify instructional areas that are weak and need additional teaching; post-testing will occur upon completion of the program and before industry certification tests are taken. 2017-2023: Evaluator will assess: Training effectiveness as a result of assessment system; Performance and satisfaction data collected from students and employers - business oversight, and employer evaluations of student interns and adult employees who are graduates and trained in one of the RAMTEC centers. Benchmarks graduation, community college credits, passage of industrial certifications, and job placement and students planning to pursue further education, training, or employment; cost savings and cost reallocation per FIT. Administer and manage scope of work/communication/key stakeholder engagement/consent from all required officers, governing bodies Steering Committee meet quarterly thru 2023; outcome reporting thru 2023; semi-annual board reports; provide access to student data for analysis: include project related surveys/ relevant data to effectively access-analyze data. Specific needs of manufacturers will be continually assessed and responses from the manufacturers will be used to adjust instruction and to improve student learning. FCAMP will network with other RAMTEC centers to share/learn best practices to enhance statewide manufacturing centers' instruction.</td>
</tr>
</tbody>
</table>

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:

FCAMP is committed to changing the way we teach students and connect with industry partners. The greatest change is in our focus on recruiting students to be exposed to a career pathway in Advanced Manufacturing to help drive more interest to students to enroll in RAMTEC certification programs. This will shift the culture of students’ roles in industry and ultimately create a larger skilled work force in Northwest Ohio advanced manufacturing fields. Key instructional changes: FCAMP instructors will teach in a blended manner using E-learning materials with real life simulators and offer students authentic activities and hands-on learning where they build & operate robots, design & build parts and share these ideas with students across Ohio at other RAMTEC centers. Our students’ hands on, real life activities in the classroom will use the identical equipment used in Industry. We currently offer post-secondary course work options for students, but through this project we will significantly expand those opportunities. Key organizational changes: Since our teachers will be cross trained and certified with relevant industry credentials they can integrate the work into career pathway instruction in Welding, Engineering & Advanced Manufacturing. As a result, our students will now be able to earn certification in welding, robotics and CNC. Wauseon Machine and Manufacturing center equipment will allow our students to be cross trained in a variety of advanced manufacturing skills that offer stackable certifications. This is a completely new way of operating for our community. While industry and post-secondary partners have always been involved, they will have deeper arrangement to ensure the RAMTEC center is always operating using current industry guidelines and using equipment identical to that needed by Northwest Ohio’s current and future job markets.

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:

Cara Leininger Workforce Development Coordinator 604 S. Shoop Ave. Suite 110 Wauseon, OH 43567 kleininger@fultoncountyoh.com Ph: (419) 337-9215 Fx: (419) 337-9295

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._

FCAMP is partnering with Fulton County Workforce Development to provide an in-depth program of research and evaluation in order to produce key information about the effectiveness of advanced manufacturing implementation how it relates to the student outcomes identified. A systematic research process will be employed with both an internal project team and external evaluator to work on the program evaluation. The evaluation will use both qualitative and quantitative data collection and analysis. A competency based educational model integrates pre/post assessments as embedded measurements for curriculum objectives that RAMTEC centers will assess with e-assessment management systems. 2017-2018: Identify instructional competencies required for students in manufacturing pathways; pre-assess student knowledge and prescribe effective training based on the competencies required of the Advanced Manufacturing model being used; (on-going) formative assessments provide data analysis of both individual and class results that identify instructional areas that are weak and need additional teaching; post-testing will occur upon completion of the program and before industry certification tests are taken. 2017-2023: Evaluator will assess: Training effectiveness as a result of assessment system; Performance and satisfaction data collected from students and employers - business oversight, and employer evaluations of student interns and adult employees who are graduates. Benchmarks: graduation, community college credits, passage of industry certification, and job placement and students planning to pursue further education, training, or employment; cost savings and cost reallocation per FIT. Final analysis of progress, success or shortfall Ongoing formative annual evaluation submitted to the Board of Education and the ODE will continue beyond the grant period and will conclude with a summative program evaluation at the end of the 5 years. All reports will adhere to national standards of confidentiality protecting any personal information. Project leaders will submit proposals to share progress at all state conferences and forums. Project team will communicate progress quarterly to Board of Education and community. Sharing lessons learned across Ohio Additionally, the evaluation will consider the impact of the project as it relates to the conditions for sustainability and expansion across the state.

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._

FCAMP will be the 1st advanced manufacturing training center in Northwest Ohio - but we anticipate it will not be the only one for very long. This project is not simply replicating the RAMTEC advanced manufacturing training model as others have already done. FCAMP is adapting it specifically to the needs of Northwest Ohio businesses and the economic development plans in Fulton County and surrounding counties.
Each of these adaptations will exponentially increase the likelihood of other counties and joint vocational school districts replicating this project. With Ohio's immediate need for 60,000 workers in advanced manufacturing, our project expands the RAMTEC network and builds exactly what Northwest Ohio industry needs. Other area organizations have expressed interest in learning how to expand the work. The greatest challenge for replication lies in the equipment costs to provide students training on the same equipment used by industry professionals. Once an organization secures the funds for equipment and training, the rest of the work is highly sustainable. In fact, by partnering with adult workforce education, the equipment can be used nearly 12 hours per day, paying for itself quickly and bringing in revenue that can be used when equipment needs replaced or is no longer industry standard. Fulton County joins the 10 other RAMTEC centers across Ohio to create a true statewide network of advance manufacturing innovations that offer the training equipment and facilities to meet the needs of Ohio's Manufacturing community. RAMTEC has successfully done what no other facility in the United States has succeed in doing by bringing together Industry and Education partnerships with the largest suppliers of equipment to Industry. These companies have worked with RAMTEC to offer Industry certifications for Robotics, CNC Machining and Welding under one roof. These companies offer our project and other RAMTEC centers financial support and proprietary curriculum.

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 Contacts

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
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<td>047076</td>
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### Partnerships

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<th>IRN</th>
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<tbody>
<tr>
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<td>Dominique</td>
<td>4193370940</td>
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<td>502 Middle Street, Archbold, OH, 43502</td>
<td></td>
</tr>
<tr>
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<td>Sauder Village Living History Farm &amp; Museum</td>
<td></td>
<td>22611 State Route 2, Archbold, OH, 43502</td>
<td></td>
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## Implementation Team

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<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Education</th>
<th>% FTE on Project</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gene</td>
<td>Rupp</td>
<td>Consultant</td>
<td>Develop metrics related to grant objectives/goals</td>
<td>Mr. Rupp has extensive experience, 12 years, in grant evaluations, He has successfully developed metrics to ascertain program ability to meet, and/or exceed measurable goals on ODE 21st Century Learning Community grants as well as Local Government Innovation grants. His communication and leadership skills have historically brought stakeholders together in shared ownership of program initiatives.</td>
<td>Program manager has 14 years’ experience administering grants and has successfully implemented all initiatives and deliverables. Program manager administered all budgets and operations for 19 individual 21st Century Community Learning Centers with a budget of $12.7 million. Programs employed 357 teachers who provided instruction for over 3700 K-12 students. Student programming utilized hands-on, real world approaches with proven academic success. District also participated successfully implemented a $200,000 multi district Third Grade Guarantee Grant data program that facilitated student success in preparation for the third grade reading Ohio Achievement Assessment. This program connected the early literacy student data of 23 districts with the goal of providing professional development and intervention services in a shared model. This effort reduced administrative costs and streamlined the data collection process aimed at targeting those students in danger of retention. The Local Government Innovation Fund (LGIF) was awarded that allows the district, in partnership with 21 other districts, to investigate further opportunities to create more efficient and effective service delivery. Project is expected to facilitate efficiency, collaboration, or shared administrative services. Government Innovation Fund proposal indicates a potential $300,000 per year savings through shared administrative services. Superintendent meets every month to participate in discussions that impact rural students.</td>
<td>Ed.S. University of Toledo</td>
<td>0</td>
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