Budget

Four County Career Center (050963) - Henry County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (56)

U.S.A.S. Fund #: 466

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	1,800.00	278.10	0.00	48,250.00	815,000.00	0.00	865,328.10
Support Services	0.00	0.00	14,188.75	0.00	0.00	0.00	14,188.75
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	6,868.00	0.00	0.00	0.00	6,868.00
Family/Community	0.00	0.00	2,500.00	0.00	0.00	0.00	2,500.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	1,800.00	278.10	23,556.75	48,250.00	815,000.00	0.00	888,884.85
						Adjusted Allocation	0.00
						Remaining	-888,884.85

Application

Four County Career Center (050963) - Henry County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (56)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Bridging the Technical Skills Gap in Advanced Manufacturing

2. Project Tweet: Please limit your responses to 140 characters.
Bridging the technical skills gap in advanced manufacturing through a Specialized Mechatronics and Robotics Technology program

This is an ultra-concise introduction to the project.

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

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

Grant Year

Pre-K Special Education	K	1	2	3
4	5	6	7	8
9	10	150 11	160 12	

Year 1

Pre-K Special Education	K	1	2	3
4	5	6	7	8
9	10	150 11	130 12	

Year 2

Pre-K Special Education	K	1	2	3
4	5	6	7	8
9	10	160 11	140 12	

Year 3

Pre-K Special Education	K	1	2	3
4	5	6	7	8
9	10	165 11	145 12	

Year 4

Pre-K Special Education	K	1	2	3
4	5	6	7	8
9	10	170 11	150 12	

Year 5

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

9	10	190 11	160 12

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.

Students will be able to tour the new lab and see firsthand what this program will offer.The 8th grade tours help students become exposed to Four County Career Center and begin to help prepare them for their future career path, this will include the SMART program. Students in grades 6-12 in all home districts will be exposed to an advanced manufacturing night and program website where students will be exposed to careers and training opportunities to secure a career in advanced manufacturing. After full implementation we will offer opportunities to all 9-12 students from our 22 partner schools,who would not be full-time Four County students,to be able to be able to come out and have access to this lab for certification, training,and skills.

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

First and last name of contact for lead applicant
Brandon Readshaw

Organizational name of lead applicant
Four County Career Center

Address of lead applicant
22-900 State Route 34 Archbold, Ohio 43502

Phone Number of lead applicant
419-267-2255

Email Address of lead applicant
breadshaw@fcanywhere.net

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

According to the Bureau of Labor and Statistics the United States is 1.5 million skilled workers short in manufacturing. Unfilled manufacturing jobs are expected to increase by 500,000 positions each year. According to Ohio Labor Market Information, by 2022 the shortage of computer controlled machine and tool operators throughout Ohio will increase by 19.1% and 20.1 % in Northwest Ohio alone. Recently, our Northwest Ohio business partners approached Four County Career Center about creating a program which solves the skills gap problem in manufacturing. After many conversations and research, it was determined we need an advanced manufacturing program and program website where students can gain real-world project-based experience, certification, and training to bridge the skills gap in our manufacturing sector.

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

Activities to address the problem: Restructuring a vacant lab Purchase equipment and curriculum Send staff to proper training Provide

professional development to staff of the 10 CTE programs Kickoff business luncheon Promote the new program Establish a manufacturing night (yearly) and invite all 22 feeder schools Develop a SMART program website where future students, employers, and current students can go to get educated on advanced manufacturing, develop career connections and employees in advanced manufacturing, and determine training options in advanced manufacturing. Description: A lab will be restructured to meet the needs of the new program. This lab will be given updated equipment and materials that meet the advanced manufacturing needs. A new curriculum will be purchased along with the training provided to the staff that will head up the open-lab concept. High quality professional development will be provided to train the lab instructors, of the 10 or more CTE programs, whose students are prone to obtaining a career in manufacturing. During the time when our current Pre-Engineering students are at Northwest State Community College receiving college credits in academics and manufacturing related courses, our current pre-engineering instructor and lab are available for use. This program will be changed to Specialized Mechatronics and Robotics Technologies (SMART) program. This open-lab concept will be structured on a rotating basis for students to receive additional certification and credentials in addition to what they already receive in their lab programs. These additional certifications and credentials will bridge the technical skills gap in obtaining a career in manufacturing. The SMART program will be added to all advertising and marketing materials along with all Four County recruitment events. A SMART program website will be developed to connect elementary and junior/senior high school students with information surrounding advanced manufacturing. This will include training programs, current careers in advanced manufacturing, and overall education on the topic of advanced manufacturing. The website is designed to bring all stakeholders together to bridge the technical skills gap in advanced manufacturing. During the initial year, the key will be to market this new program as well as promote the Advanced Manufacturing and Robotics Night. Partnerships are established with businesses in Northwest Ohio as well as Northwest State Community College. A business luncheon will kick off the collaboration piece to form relationships and to focus on the key areas to promote the Manufacturing and Robotics Night. These relationships will form job opportunities, job shadowing experiences, mentoring, as well as opportunities for students to participate in our early job placement program with local businesses. All stakeholders will work together to form an Advanced Manufacturing and Robotics Night that will be open to our 22 feeder schools for grades 6-12 for students and parents to learn more about the growing need in the manufacturing field. This will also allow students and parents to learn more about the skills that are required to develop future plans to meet the educational needs of students with a career focus on advanced manufacturing.

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. Students will increase the number of industry credentials, which can be applied in the field of advanced manufacturing. 2. Students will be cross trained and increase their skill set. 3. The advanced skill set will provide more qualified candidates for employment in the field of advanced manufacturing.

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.

There is a shortage of skilled candidates in advanced manufacturing based on the job opportunities that are vacant and the amount of requests for training assistance for applicants .There are minimal training programs available for high school aged students in Northwest Ohio to create a skilled certified and credentialed workforce to meet the growing needs of employers. With any training program, such as the SMART program, the skills gap will decrease therefore increasing the amount of qualified candidates entering the workforce. Also, this will segue into the post-secondary program with our partner school Northwest State Community College.

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

A review of the CTE Performance Reports was conducted 12 months after a student exits Four County. The results have shown that in the 10 CTE programs that have been chosen, students have been obtaining jobs in the field of manufacturing which differs from the training they received in their lab. Data collected from our Workforce Development and Job Placement Coordinator have shown that the needs are greater than the candidates available. According to the Bureau of Labor and Statistics the United States is 1.5 million skilled workers short in manufacturing. Unfilled manufacturing jobs are expected to increase by 500,000 positions each year. According to Ohio Labor Market Information, by 2022 the shortage of computer controlled machine and tool operators throughout Ohio will increase by 19.1% and 20.1 % in Northwest Ohio alone. Also, due to the need of a greater skilled workforce, Four County Career Center was appointed a Career Counseling Pilot from legislature as part of Ohio House Bill 64. Within the goals of this pilot is to expose students to career pathways that feature academic coursework integrated into career-technical training. Through efforts via the pilot, it has been overwhelmingly confirmed by our area manufacturers and businesses that there is a great need for the SMART Program to bridge the current gap. This is eveident by the number of highly visible and well-known businesses who have given us their support to pursue this grant.

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).

CTE Performance Data Reports will measure the students entering careers and/or pursing secondary education or training in the field of advanced manufacturing. Industry certification and credentialing data will be used to show the increase in certification/credentialing for students participating from the 10 or more CTE areas. Currently there are over 35 different certifications and credentials offered in the 10 plus CTE Programs at Four County Career Center.

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

Data from the 2014-15 CTE Performance Data report will provide the baseline for student achievement in the field of advanced manufacturing job placement or post-secondary education. This data will be available on July 1, 2016 as the data is collected after the

student has exited the program for 12 months. The baseline for the Industry Credential/Certification is from the 2014-15 school year. The certifications and credentials are based upon the 10 or more CTE Programs that will be focused on with the open-lab concept. Currently there are over 35 different certifications and credentials offered in the 10 CTE Programs.

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

Adjustments will be made to the course offerings in regards to skills needed for proper certification/credentialing. Continuous collaboration with all stakeholders and partners will help in reworking the curriculum and training needed to meet the changing needs in the field of advanced manufacturing

☐ 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. A lab will be remolded to provide access for 10 or more CTE program students to obtain additional skills, credentialing, and certification in the field of advanced manufacturing. 2. Utilizing current lab instructors skill set during open-lab time to provide additional support and training in advanced manufacturing to students 3. Equipment and curriculum will be available for 10 or more CTE programs to access and implement in their current lab programs

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.

There is a shortage of skilled candidates in advanced manufacturing based on the job opportunities that are vacant and the amount of requests for training assistance for applicants. There are minimal training programs available for high school aged students in Northwest Ohio to create a skilled certified and credentialed workforce to meet the growing needs of employers. With any training program, such as the SMART program, the skills gap will decrease therefore increasing the amount of qualified candidates entering the workforce. Also, this will segue into the post-secondary program with our partner school Northwest State Community College.

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

Reviewed of the CTE Performance Reports conducted 12 months after a student exits Four County. The results have shown that in the 10 CTE programs that have been chosen students have been obtaining jobs in the field of manufacturing which differs from the training that received in their lab. Data collected from our Workforce Development and Job Placement Coordinator have shown that the needs are greater than the candidates available. According to the Bureau of Labor and Statistics the United States is 1.5 million skilled workers short in manufacturing. Unfilled manufacturing jobs are expected to increase by 500,000 positions each year. According to Ohio Labor Market Information, by 2022 the shortage of computer controlled machine and tool operators throughout Ohio will increase by 19.1% and 20.1 % in Northwest Ohio alone.

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 indictor for this goal.

75.1% of the most recent instructional spending percentage. With this grant and implementation we anticipate a slight increase due to this teacher becoming a lab/lab instructor instead of a single lab instructor with several periods of employability. With the switch to lab/lab there is the payment for the teacher not receiving a conference period-which results in the increase. However, we also anticipate this switch to lab/lab saving the district from the cost of hiring an additional instructor that would create a much larger increase to the instructional spending percentage. What students will gain will outweigh the slight increase.

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.

Data from the 2014-15 CTE Performance Data report will provide the baseline for student achievement in the field of advanced manufacturing job placement or post-secondary education. This data will be available on July 1, 2016 as the data is collected after the student has exited the program for 12 months. The baseline for the Industry Credential/Certification is from the 2014-15 school year. These credentials are based upon the 10 or more CTE Programs that will be focused on with the open-lab concept. Currently there are over 35 different certifications and credentials offered in the 10 CTE Programs. A monthly schedule will be used to collect data to show how many programs and students are accessing the lab during the open-time. Monthly schedule and skill attainment sheets will be utilized to track student use and achievement. This data will be analyzed to evaluate the use of the lab time and the overall benefit toward bridging the technical skills gap in advanced manufacturing

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

Adjustments will be made to the course offerings in regards to skills needed for proper certification/credentialing. Continuous collaboration with all stakeholders and partners, the review of CTE data and input from area companies will play a vital role in meeting any needs for change in curriculum and training for the field of advanced manufacturing.

☐ d. Implementing a shared services delivery model

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

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

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

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

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

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

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

☑ a. New - Never before implemented

☐ b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

☐ c. Replication - Expansion or new implementation of a previous Straight A Project

☐ d. Mixed Concept - Incorporates new and existing elements

☐ e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

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

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

Enter Budget

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

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

Upload Documents

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the

Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

888,884.85 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.

We will use the Straight A grant funds for equipment, support services, salaries and benefits, professional development, supplies, and community activities. We will spend $815,000.00 in equipment. This will include augmented training system and robotics training systems. We will spend $48,250.00 in supplies. This includes classroom furniture, e-learning license, and computers for e-learning materials. We will spend $2,500.00 on community outreach activities. This includes hosting a manufacturing night for students' grades 6-12 and their parents as well as hosting a business partner kickoff luncheon to show off the new equipment and facility. We will spend $14,188.75 for supportive services. This will include printed advertisement, SMART program website and radio advertisement. We will spend $6,868.00 on costs related to professional development. This will include meals, lodging, mileage and training. We will spend $2,078.10 on salary and benefits related to substitutes and teacher salary and benefits for training purposes in summer months. A total cost of $888,884.85 in grant expenditures

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.

6,250.00 a. Sustainability Year 1

6,250.00 b. Sustainability Year 2

6,250.00 c. Sustainability Year 3

6,250.00 d. Sustainability Year 4

6,250.00 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.

Sustainability costs for the SMART program include: $5750.00 annually for e-learning licensing costs; $500.00 for hosting the Manufacturing and Robotics night; . Sustainability costs total $6250.00 annually.

73.20 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.

Our SMART lab will utilize 10 new augmented welding trainers. By utilizing these augmented reality trainers, we estimate savings of $4,575.00 in welding-related supplies annually. These include welding gas, welding wire and rods, and savings in maintenance and repair.

26.80 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.

We anticipate a cost savings annually from staff retirements. The reallocation of funds from the savings in salary and related payroll benefits from one retirement each year will aid in offsetting the remainder of the sustainability costs.

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 RangeSeptember 2016 - November 2016

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

During the grant writing process the following items were completed: focus for addressing the advanced manufacturing need; contacted businesses in the Four County area for support/input/partnership; complete buy in from administration as well as the teachers; contacted parties to provide training/professional development; and established the SMART program goals. September 2016 - November 2016: The Implementation Team will meet to review project goals and finalize facility improvements/equipment purchases; inform staff/home school/parents/students/public through our Public Relations Coordinator; set up advisory committee members; inform staff/home school/parents/students/public of SMART program through our Public Relations Coordinator; incorporate the SMART program into marketing materials; and establish procedures for open-lab use.

22. Implementation(grant funded start-up activities)

a. Date RangeDecember 2016 - June 2017

b. Scope of activities - include all specific completion benchmarks

December 2016: Advisory Committee Meeting (Administration, Business Stakeholders, Lab Instructor); Purchase equipment and furniture (Director of Operations); January 2017: Update current marketing to include new the SMART program (Career-Technical Supervisor, Lab Instructor, Public Relations Coordinator); June 2017: CTE instructor will attending training and professional development (lab instructor); December 2016 - June 2017: Business Luncheon Planning (Career Technical Supervisors, Lab Instructor, Workforce Development and Job Placement Coordinator); Business Luncheon (Four County Area Business Stakeholders, Career Technical Supervisors, Four County Administrators, Lab Instructor, Workforce Development and Job Placement Coordinator); Monthly Implementation Team Meetings (Career Technical Supervisors, Director of Career Technical Education, Director of Operations, Treasurer, Lab Instructors, County Economic Development Coordinators); Advisory Committee Meeting (same as above); Program Marketing (8th grade ECHO Tours/Sophomore Visitation) (Career-Technical Supervisor, Lab Instructor, Public Relations Coordinator, Workforce Development and Job Placement Coordinator); Planning for Manufacturing and Robotics Night (Career Technical Supervisors, Director of Career Technical Education, Lab Instructors, County Economic Development Coordinators, Workforce Development and Job Placement Coordinator); Manufacturing and Robotics Night (Career Technical Supervisors, Director of Career Technical Education, Director of Operations, Lab Instructors, County Economic Development Coordinators, Four County Area Businesses, Workforce Development and Job Placement Coordinator, Parents/Students, Home Schools); Advisory Committee Meeting (Administration, Business Stakeholders, Lab Instructor); Monthly Implementation Team Meetings(same as above); Program Marketing (Registration/Open House/Meet the Instructor Night) (same as above).

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

a. Date RangeJuly 2017 - June 2022

b. Scope of activities - include all specific completion benchmarks

1. On-going Evaluation Process -Advisory Committee Meetings (2x per year) (Administration, Business Stakeholders, Lab Instructor) - Review Certification/Credentialing - Review Skills Attainment - Lab and Student Activity Log - CTE Performance Data Report (starting in June 2019) - Analysis from Businesses 2. Implementation Committee Meetings (Career Technical Supervisors, Director of Career Technical Education, Director of Operations, Treasurer, Lab Instructors, County Economic Development Coordinators) - Review Advisory Committee Meeting Minutes - Review enrollment numbers in 10 or more CTE Programs - Review all data listed in under Advisory Committee Meeting

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 goal is to bridge the technical skills gap in advanced manufacturing. Through this grant Four County Career Center will update a lab space with new equipment and resources to form the new SMART program. Through this program it will allow students to gain new certification and credentialing in advanced manufacturing as well as connect students to employers who are seeking employees with advanced manufacturing skills. It will also create a STEM open lab concept, where students from other CTE areas can come and gain additional certifications and credentials, which will help prepare students to enter our advanced manufacturing sector. Through this new

program, we are giving students in multiple CTE program areas the skills, certifications, and credentials necessary to enter the advanced manufacturing sector that they would not receive without the SMART program. We will also develop a new SMART program website where students from our 22 feeder schools can be educated on careers in advanced manufacturing, current students can connect with future employers by search the program job's page, and employers can connect with students and the instructor in the SMART program to create a positive atmosphere where everyone wins. Our collaborative relationship with our partner businesses and our workforce development program will expand the training and career placement opportunities in advanced manufacturing. In a joint effort between Four County Career Center and our four county businesses, the development of an Advanced Manufacturing and Robotics night will provide new opportunities for students to be exposed to both educational training and career exploration. Long term, the SMART program will be an exciting staple for our students to gain skills, certification and credentials in advanced manufacturing. The SMART program will bridge the skills gap in advanced manufacturing and increase our networking with our local businesses along Northwest State Community College.

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:

Brandon Readshaw- Career Technical Supervisor Four County Career Center 419-267-2255 breadshaw@fcanywhere.net

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.

Our area manufacturers are struggling to find employees with the skills necessary to fulfill advanced manufacturing careers. We've been approached by businesses in our area with a desire to create a program, which will bridge the skills gap in advanced manufacturing. After researching the problem, we determined a program that offers skills, certifications, and credentialing in the advanced manufacturing sector is imperative to bridging the skills gap in manufacturing. Upon implementation of this program an advisory committee will be created. The SMART program advisory committee will be made of the instructor, administration, multiple area business leaders, and representative of Northwest State Community College and will meet no less than twice per calendar year. This advisory committee will create an open dialogue of how the program is performing. The advisory committee will evaluate the skills, certification and credentialing students are leaving the program with. The committee's evaluation of the program will assist in creating positive change within the SMART program.A lab and student activity log will be utilized to track the use of the STEM open lab concept. During advisory committee meetings, we will evaluate lab usage within the 10 CTE areas and determine how we can increase or improve the program's use.Furthermore, the advisory committee will analyze the CTE performance reports and enrollment, which will provide data pertaining to industry credentials, student employment and other pertinent information. The CTE performance report will determine if ground is being made toward students having the skills to enter advanced manufacturing careers and or secondary education. The advisory committee will analyze enrollment in the SMART program and students utilizing the SMART Lab for additional training. All evaluation data, including advisory committee meeting minutes, will be utilized by the program's instructor and Career Technical Supervisor to make the necessary program adjustments to ensure the program's goals are being met and the program continues to be sustainable.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from this proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be noted here.

The SMART program will prove to be an important step to the solution of a lack of skilled manufacturing labor in the Four County Area. By providing specific, skilled training to multiple programs and students at Four County Career Center, we will be providing area businesses with a larger pool of trained candidates to employ. For our area businesses, this is a major need. This program will eventually transition to both Adult Education programs, as well as eventually supply an option to area employers for necessary trainings and re-certifications. The following major employing companies in the Four County Area we serve have given us their support to move forward with this program and see it as a viable option to address a lingering issue: Defiance County: General Motors, Defiance Plant GT Technologies Johns-Manville Fulton County: Sauder Woodworking/Manufacturing Worthington Industries Wauseon Machining Fulton Industries GB Manufacturing Henry County: Campbell Soup Company Automatic Feed Koester Corporation Alex Products Williams County: Ohio Art Company Spangler Candy Company Altenloh Brinck and Company US Inc Pioneer Industrial Systems We believe that the support these companies have given to us to move forward speaks volumes about the need for this program. Replication: The SMART program can be easily replicated. The open lab concept provides an arena for further training without adding personnel. It also can be set up in existing space so external construction is not needed. Since it is an open lab, creating and scheduling a separate class will not be necessary. The training, curriculum and other important aspects already exist, thus making replication a simple and easily understood process. Brindging the technical skills gap in maufacturing through a new Specialized Mechatronics and Robotics Technology program

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I 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). Tim Meister Superintendent Four County Career Center

Consortium

Four County Career Center (050963) - Henry County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Four County Career Center (050963) - Henry 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**
Jerry	Hayes	419-784-4471	defecon@defnet.net	Economic Development of Defiance County		1300 East 2nd Street, Suite 201, , Defiance, Ohio, 43512	
Matt	Gilroy	419-337-9255	mgilroy@fultoncountyoh.com	Fulton County Economic Development Corp		124 S. Fulton Street, , , , Wauseon, Ohio, 43567	
Amanda	Griffith	419-592-4637	agriffith@hencoed.com	Henry County Community Improvement Corp		104 East Washington, Suite 301,, , Napoleon, Ohio, 43545	
Matt	Davis	419-636-8727	economic@wedco.info	Williams County Economic Development Organization		1425 East High S, , Bryan, Ohio, 43506	

Implementation Team

Four County Career Center (050963) - Henry 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
Tim	Meister	Superintendent	Community Liaison	27 years in education; 15 years in administration	Part of the Race to the Top grant, Part of the Straight A grant recipient of the NOVA consortium, Career Advising Pilot as appointed by legislature,	BS, Masters in Educational Administration	5	
Connie	Nicely	Treasurer	To provide all fiscal accounting for the grant along with compliance	18 years as Treasurer/CFO, with experience in Federal/State/Local grant compliance 13 years in the private sector, specifically in industry, with experience in various accounting and supervisory positions.	18 years managing Federal/State/Local grants	Bachelor Degree in Accounting Masters Degree in Business and Organizational Leadership	5	
Brandon	Readshaw	Career Technical Supervisor	Implementation Oversee all goals Reports Purchasing Professional Development Evaluation	13 years in Career Technical Education	5th quarter grant, Co-Coordinator of 21st century,	Bachelor of Science in Agriculture Education Masters in Educational Leadership and Administration	20	
Tim	Armitage	Career Technical Lab Instructor	Implementation of the Program Professional Development Marketing Evaluation	17 years working in the manufacturing field 24 years as the Machine Trades Instructor/Pre-Engineering Instructor at Four County Career Center	Budgeted the Pre-Engineering Program, Developed the Curriculum for Pre-Engineering, Fostered relationship with Northwest State Community College to develop a College Credit Plus option for his program,	Career Technical Education Licensing Program through University of Toledo	80	