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Adjusted Allocation 0.00

Remaining -999,999.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
A Shared Career Connections System that Works for Every Lawrence County Student

2. Project Tweet: Please limit your responses to 140 characters.
A countywide career education and advising system that builds student will and skill to successfully transition from school to work.
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.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Pre-K Special Education</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<td>711 10</td>
<td>756 11</td>
<td>792 12</td>
<td>711 10</td>
<td>756 11</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.

While the focus of the project is grades 6-12, we expect that over the life of the project countywide career education and advising strategies and actions will be developed and applied in many of our elementary schools impacting thousands more children. We also are committed to spreading the impact of our work with other ESCs through our connections with the ACCESS network and the ESC Progress Network. We have a demonstrated history of successfully working together. The Lawrence County ESC is the right lead partner for managing a self-sustaining countywide career education and advising strategy that can be replicated by other ESCs, particularly in rural parts of Ohio. We particularly see impact for neighboring ESCs - South Central, Gallia-Vinton County, and Ross-Pike, who combined serve more than 30,000 students, as they face many of the same obstacles we do in assuring better access to high quality career education and advising for all.

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

First and last name of contact for lead applicant
Betsy Fannin

Organizational name of lead applicant
Lawrence County Educational Service Center

Address of lead applicant
Third Floor, 111 South 4th St. Ironton, Ohio 45638

Phone Number of lead applicant
740-532-4223 ext. 233

Email Address of lead applicant
betsy.fannin@lc.k12.oh.us

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

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

- Yes
- No

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

Add Consortium Members

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

- Yes
- No

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

Add Partnering Members

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

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

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

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

Lawrence County has a significant school-to-work transition challenge. High poverty, geographic isolation, a stagnant local economy, budget constraints, and a disjointed career education and advising system are some key reasons why too many of our students leave school without the skills necessary for work and life. A growing number of Lawrence County youth are uninspired, disengaged, and/or disconnected (not employed, not in school). Failure to successfully transition from school to work often starts in middle school when students, particularly from low-income families, begin to question the relevance and value of school. All districts in our county share two critical problems: -- Middle and high school students have insufficient opportunity to identify their strengths and interests and grow their talent and work skills -- School staff do not have the necessary time, skills and support to serve as effective career advisors These problems demand a shared services solution.
This project includes the Lawrence County ESC (LCESC), all 7 of its districts, the Lawrence County Academy and Collins Career Technical Center. Ohio have a career connections policy framework focused on important goals. This project will accelerate the successful implementation and impact of these policies as well as amplify the use of OhioMeansJobs K-12 online resources and build talent pipelines to College Credit Plus pathways that are critical to our economic future. Over the next 10 years, it is projected that our region will add 25,000 jobs, a 7.5% increase. Education, health services, manufacturing, retail, hospitality, food services, and construction jobs will increase. We need to strengthen the will and skill of our students to fill these jobs. This project has six major components: a) All middle and high school students in the county will have access to a free online student talent and interest diagnostic platform (Thrively); b) This diagnostic data will drive student success plans, pathways, and use of OhioMeansJobs K-12 online tools and resources; c) The Thrively platform will empower students, parents, and advisors to identify and connect with relevant work-, community- and web-based resources, as well as mentoring opportunities that enable students to grow their talent and interests (a customized online "playlist" of out-of-school resources and mentoring relationships will be available for each student as they progress from grades 7-12); d) All staff will have 24/7 access to online PD modules that teach them how to use the Thrively platform and related career advising resources such as OhioMeansJobs K-12 tools; e) Each participating school will receive customized coaching to redesign their school schedule to allow for regular advisor/advisee time; f) All staff will have 24/7 access to online PD modules that support the effective use of advisor/advisee time. The LCESC will ensure the success of this project in three ways: MUTUAL BENEFIT, MUTUAL ACCOUNTABILITY. The LCESC will work with all partnering local education providers, employers, community organizations, and institutions of higher education to create a countywide career education and advising strategy and system based on the six components of this project FOCUSED BUT FLEXIBLE IMPLEMENTATION. The LCESC will employ a Career Connections Coordinator/Project Manager who will guide each district, coordinate activities, and get everybody over the finish line by the close of the grant. The PM will work with Battelle for Kids and the Ohio University Voinovich School of Leadership and Public Affairs (project evaluator) to ensure participating districts and schools have the support they need to optimize the use of the Thrively platform, related online PD, in-school advisor/advisee time, and OhioMeansJobs K-12 online tools SHARED SUSTAINABILITY. The LCESC will work with Battelle for Kids to establish a sustainable funding model that will include: a) fees from out-of-school student enrichment providers to include their program data on the Thrively platform; b) corporate and employer sponsorships of students engaged in mentoring experiences; and, c) cost savings accrued from a shared services approach in a context of limited resources, particularly in rural areas, a shared services solution is really the only way to effectively and fairly implement Ohio's career connections and advising policies as well as College Credit Plus. ESCs can play an important role but they need help. A Straight A investment in our innovation will make a difference not only for our students but for hundreds of thousands of students across the state. Our theory of change is fairly simple really the only way to effectively and fairly implement Ohio's career connections and advising policies as well as College Credit Plus. ESCs can play an important role but they need help. A Straight A investment in our innovation will make a difference not only for our students but for hundreds of thousands of students across the state. Our theory of change is fairly simple.

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.

  -

  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.

  -

  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. 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).

  -

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

  -

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

- b. Spending reductions in the 5 year forecast

  i. List the desired outcomes.

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

  -

  ii. What assumptions must be true for this outcome to be realized?
Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

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

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

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

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

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

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

ii. What assumptions must be true for this outcome to be realized?
   Example: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

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

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

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.
   These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

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

d. Implementing a shared services delivery model

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

   - Develop a cost effective countywide shared services career education and advising system. -- Strengthen local implementation of career advising and student success planning. -- Ensure full participation of grade 6-12 students and career advisors in the effective use of Ohio Means Jobs K-12 online tools. -- Strengthen school staff ownership and capacity to serve in a career advising role. -- Increase quality of fit and opportunity for grade 6-12 students to link their strengths and learning to future work opportunities.

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

   - Develop a cost effective countywide shared services career education and advising system. -- Strengthen local implementation of career advising and student success planning. -- Ensure full participation of grade 6-12 students and career advisors in the effective use of Ohio Means Jobs K-12 online tools. -- Strengthen school staff ownership and capacity to serve in a career advising role. -- Increase quality of fit and opportunity for grade 6-12 students to link their strengths and learning to future work opportunities.

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.

   - COLLECTIVE EFFICACY. We must work together to fairly implement Ohio's career advising policies -- IT STARTS WITH DIAGNOSTICS. Effective career advising starts with an understanding of student strengths and interests -- PATHWAYS ARE PERSONAL. Students choose better college and career paths when they know their own strengths and interests -- MENTORING IS MULTI-FACETED. Mentoring relationships can take a variety of forms (e.g., peer-to-peer, older and younger student, out-of-school programs, texts from college advisors from institutions of higher education that a student plans to attend) -- ADVISING TIME MUST BE REDESIGNED. Dedicated advisor/advisee time helps students connect their aspirations to their work, develop confidence that there are real academic pathways to success, and better understand the steps that can lead to that success. Disengaged students need consistent, intensive support from adults inside and outside of school, at least every week, and often every day.

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.

   COLLECTIVE EFFICACY Research from Johns Hopkins University indicates that the work of adults to support at-risk students is demanding and necessitates support from the broader community and efforts within the school. Support must be a coordinated effort among groups. Collective efficacy, or system-wide support, is the most crucial element to improving student transition from school to work. These supports include equipping and organizing teacher teams with critical skills and resources for student development. Many disengaged students need individual support for social and emotional struggles that are endemic in the population and which in- and out-
of-school advisors can help to address. Even greater numbers need daily nagging and nurturing from a committed adult, who checks to make sure they are in school and their work is done, and who can mediate and advocate for the student with other adults in the school. Several districts and the ESC have tested out two school-to-work transition programs-High Schools that Work and Making Middle Grades Work, both based on collective efficacy. These programs are organized around 6 evidence-based strategies: a) Continuous Improvement Culture; b) High Expectations for Every Student; c) Work-Based Learning; d) Intensive Career Guidance; e) Mini Career Tech Pathways; and, f) Teacher Collaboration. Lessons learned inform this project IT STARTS WITH DIAGNOSTICS Thrively was developed by 2 neuropsychologists to create a student-friendly test that explores 23 different strengths. As students respond to questions, we, and they, learn more and more about how they think, act, and react, resulting in a detailed Strength Profile and personalized recommendations for online and out-of-school talent enrichment experiences PATHWAYS ARE PERSONAL According to a survey of high school dropouts, "81% of respondents said that if schools provided opportunities for real-world learning (internships, service learning projects, and other opportunities), it would have improved their chances of graduating from high school (The Silent Epidemic, Gates Foundation; 2006). According to a 2014 National Center for College and Career Transitions report, schools and districts implementing a pathways strategy saw graduation rate increases of 10% to 15%. Several of our districts have developed an array of programs that focus on personalized career exploration. For example, several schools in Lawrence County have an optional Career Research Class where students can explore careers based on their assessments and design a success plan MENTORING IS MULTI-FACETED Supporting pathways through mentoring leads to student success. According to the National Mentoring Program, research confirms that quality mentoring relationships have powerful positive effects on young people. Young adults who were at-risk for falling off track but had a mentor are 55% more likely to enroll in college. 4 Lawrence County Districts are in High Schools that Work, an evidence-based improvement program with a strong career guidance and advising component. Five of the 7 middle schools are in Making Middle Grades Work which includes an emphasis on work-based learning. ADVISING TIME MUST BE REDESIGNED In the Silent Epidemic Study, students were asked why they dropped out of high school, many stated that they felt no one at their school would even notice if they were gone. Advisor/advisee programs ensure that every student is noticed, greeted, and checked on weekly. Discipline referrals drop significantly after redesigning school time to include a minimum weekly student advisory program. Two districts participating in this grant have implemented advisor/advisee programs, each approached the program differently but with great success. Ironton Schools started their program in 2009, serving a portion of their student population. Students meet with their advisor once a week focusing on academic coaching. Rock Hill has implemende advisor/advisee time as well.

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.

Progress Indicators: -- Implementation of career advising policies in each district (e.g., % principals surveyed who demonstrate evidence of policy implementation fidelity) -- Student use of Thrively diagnostic tool (e.g., % surveyed who agree they better understand, find value and use data to make career education choices) -- Staff ownership of career advising role (e.g., % surveyed who agree they better understand, are committed and have the capacity to serve in role) -- School staff completion of online PD (e.g., % surveyed who agree that they know how to use Thrively tool and connect to student success planning) -- Redesign of school time for advisor/advisee period (% of staff engaged in advisor/advisee format)

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.

--- % of middle and high school students who have experienced at least one enrichment experience identified by Thrively - % of middle and high school students who have filed student success plans and are users of OhioMeansJobs online tools -- Higher number of middle and high school students engaged in regular advisor/advisee time during the school day -- Fewer separate career advising PD offerings by individual districts -- Higher number of staff using Thrively to advise students -- Reduction in projected individual district costs to implement career education and advising policies-- Fewer 9th grade courses failed, reduction in high school drop out numbers -- Decrease in cost for PD days due to use of online professional development modules, which means less time out of the classroom for teachers.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?
This project is built with flexibility for districts in mind; allowing for adjustments in one district without affecting others. Our evaluation plan includes ongoing feedback on implementation effectiveness, which will show us when and where we need to help each district succeed. 1) COLLECTIVE EFFICACY. Risk: Engagement wanes due to leadership turnover and/or distractions. Mitigation: Project designed to connect and support role-alike personnel (teachers, principals, to central office. Success increases as more and more school staff take ownership of career advising role. Annual project evaluation data widely shared and used by school leadership. 2) IT STARTS WITH DIAGNOSTICS. Risk: People do not understand and/or use the data. Mitigation: On-line PD modules required for all key participants on use of Thrively. 3) PATHWAYS ARE PERSONAL. Risk: Each district has different resources and capacities to offer curriculum identified in model pathways and College and Credit Plus programming. Mitigation: LCESC Career Connections Coordinator/Project Manager and BFK will apply pathway quality assurance rubric and related technical assistance. 4) MENTORING IS MULTI-FACETED. Risk: Inability to identify and secure enough local mentors and mentoring based learning opportunities. Mitigation: Thrively platform will include mentoring and enrichment resources that are online and in the region. This amplifies links between student interests and available mentoring relationships. 5) ADVISING TIME MUST BE REDESIGNED. Risk: Resistance to changing school schedules. Mitigation: Connect districts who have made the change with districts who have not. An advising program that provides the necessary guidance and framework for districts but allows them to implement it within their structure will lead to the greatest impact. Districts will be able to learn from their peers as well as other experts on redesigning the school day and implementing advising programs.

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
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.

12. What is the amount of this grant request?

999,999.00

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.

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

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<td>50,631.40</td>
</tr>
<tr>
<td>5</td>
<td>50,631.40</td>
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</table>

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.

This money covers both the cost of the Lawrence County ESC Career Connections Coordinator/Project Manager and costs associated with their program support activities aligned with the shared services model. Those activities include support for district staff, management of the experience provider network, management of corporate sponsor network, and management of individual sponsor tool. Additionally, it will cover yearly training of new staff, of new experience providers who will include the use of OhioMeansJobs K-12 online tools in experiences, and training of corporate sponsors. -- $34,731 per year for a .4 FTE Career Connections Coordinator/Project Manager working out of the Lawrence County ESC to complete the above mentioned tasks -- $6,950 per year for costs associated with experience provider training for OhioMeansJobs alignment -- $6,950 per year for costs associated with training of new members in the corporate sponsors network -- $2,000 per year to maintain the individual sponsor donation tool.

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.

<table>
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<th>100%</th>
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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 upfront what can be replaced in order to ensure the life of the Innovative Project.

<table>
<thead>
<tr>
<th>100% of the sustainability costs will be met through reallocation of savings from purchased services that the districts will repurpose to purchase the Project Management services, rather than curriculum services from the Lawrence County ESC.</th>
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</thead>
</table>

**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 8/2016-10/2016
   b. Scope of activities - include all specific completion benchmarks.

This planning phase will: -- Establish the necessary infrastructure, including project management staff, technical assistance for redesigning the school day, and developing pathways; -- Finalize the full evaluation plan; And -- Communicate project intent and build commitment of stakeholders. 8/2016: LCESC hires Career Connections Coordinator/Project Manager 8-9/16: Conduct readiness assessment that includes mapping the current state of the career connections work, status of pathways and career advising in the districts, and start collection of baseline data for evaluation 9/16: Create branding and communications for the program to use with students, advisors, teachers, parents, community partners, and local enrichment providers and business partners (BFK) 9/16: Engage Career Connections District Liaisons in planning process 9/16: Form and train project implementation team (BFK) 9/16: Start developing 4 model college and career pathways tied to Thrively strengths categories (BFK and implementation team) 9-10/16: Start identification of in-school and out-of-school programs in region to be included in Thrively data base (BFK and Career Connections Liaisons/ongoing) 9-10/16: Start identification of potential local business and corporate sponsors (BFK/ongoing) 9-12/16: Align Thrively strengths assessment with design of online PD modules, OhioMeansJobs K-12 tools and model pathways (BFK) 10/16: Host countywide leadership and staff career advising plan alignment meetings with superintendents, district career connection liaisons, and district design team members 10/16: Identify first set of districts who will attend workshop to redesign their FY18 schedule 11/16: Finalize evaluation plan and collect any remaining baseline data 10/16: Host 1-day project kick off for district and school leaders 10/16: Deploy branding and communication materials to raise awareness of the program with students, teachers, parents, and community

22. Implementation(grant funded start-up activities)
   a. Date Range 11/2016-6/2017
   b. Scope of activities - include all specific completion benchmarks.

Aims of this initial phase of implementation include: -Staff fully prepared to use online diagnostic and advising tools -Successful first engagement of students with Thrively -Participating schools develop advisor/advisee school time redesign. 11/2016 Staff complete online PD of Thrively 1/2017 Thrively is administered to first sample of students in grades 6-12 1-3/17 Continue to refine and align pathways with Thrively 1/17 Host 1-day workshop to redesign school day to enable advisor/advisee time 2/17 Analyze Thrively use and make adjustments 2-4/17 Redesign FY17 school day with participating schools 2-4/17 Continue to populate Thrively database with regional mentoring and out-of-
23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range: 7/2017-6/2022

b. Scope of activities - include all specific completion benchmarks

Regular implementation team meetings and refinement are the keys to sustaining this program. It is imperative that the ESC and districts use the data gathered from interim evaluation reports and mini-pilots to adjust the program as needed to ensure that the desired student outcomes are being achieved. 7/2017: Countywide career education and advising system managed by LCESC is fully in place 7/8/2017-2022: Online PD modules are used to train and support all staff, old and new, in the use of Thrively and effective advisor/advisee coaching 8/2017-2022: Review and revise branding and marketing materials that are used to inform students, teachers, parents, and community about value and use of Thrively 8/2017-2022: Student teams are formed and matched to staff advocates for dedicated Advisor/Advisee time in grades 6-12 9/2017-2022: Thrively administered for all students grades 6-12 9/2017-2022: Interim evaluation reports 1/3/2018-2022: Additional cohorts of schools redesign their schedule to support advisor/advisee time 4/2018/2019/2020/2021/2022: Formative evaluation findings and recommendations 6/2022: Final evaluation report Throughout the project, key personnel, such as building level Career Connections Liaisons, will collect data on resources in the region that will be placed into the Thrively database. BFK will collect data on corporate and individual sponsors for students who cannot afford fees for out-of-school enrichment activities identified in their Thrively profile and approved by their staff advocate. A "kickstart" like web site will be created to garner individual sponsors for students needing support. Resources also will be raised through fees collected from local out-of-school enrichment providers who want to be included in the Thrively database (e.g., summer camps). One of the key aspects of program sustainability is to generate resources in these three ways.

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:

Most career education and advising systems are designed to identify what employers in various industry clusters feel are the key soft and hard skills for a student to develop if they want to be a successful worker. This approach does not take into account what the student sees as personal strengths and talents they want to develop. The most significant aspect in the theory of change that drives this project pursues is that students, particularly at risk students, make better career education choices and are more likely to persevere when they have a strong sense of agency supported by a clear understanding of their strengths and interests. By building a career education and advising system around student talents and interests, we enhance the chances of students making and committing to the pathways that are right for them.

ORGANIZATIONAL CHANGES. The two biggest organizational changes for participating Lawrence County districts will be a redesigned school schedule to provide dedicated advisor/advisee time and 100% of staff committed and able to serve as career advisors. There also will be changes in the design and advising around pathways aligned with Thrively Strengths Assessment categories. 100% compliance with filing student success plans and using OhioMeansJobs K-12 online tools will require more diligent process monitoring, which will be one of the roles of Career Connections District Liaisons. INSTRUCTIONAL CHANGES. 1) School staff will be prepared and regularly practice evidence-based advising methods for advancing a student's sense of hope, agency, and persistence. 2) School staff will use Thrively assessments to help students in the development of their interests, talents, work skills, and pursuit of college/career pathways. 3) Teachers will use Thrively diagnostics to inform how they group students with same and/or different identified strengths in problem- or project-based team learning experiences.

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:

Brad Mitchell, Managing Director, Innovation Battelle for Kids 1160 Dublin Road Columbus, Ohio 43215 614.481.3141

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...
BFK and the Lawrence County ESC will manage the evaluation plan with assistance from the Ohio University School of Leadership and Public Affairs. A project evaluation team will meet regularly to guide evaluation efforts. The evaluation plan includes both process and outcome measures. Outcome components will track and report the effectiveness of the project related to desired goals. Process components will monitor progress measures including fidelity to project design and any mid-project changes made. RESEARCH RATIONALE AND METHODS OF ANALYSIS We will utilize a mixed-methods approach. The qualitative framework for this evaluation will employ a single case study design with multiple, embedded units of analysis (Yin, 1994). The project can be defined as a single case because districts have similar conditions (e.g., shared economic context, historically low college-going and educational attainment rates). The qualitative data will be collected through ongoing document reviews, and periodic semi-structured interviews with school district personnel, students, parents, and project partners. The case study will provide a rich description of the implementation and success of key aspects of the project such as online PD use and effectiveness, value and use of Thrively diagnostic, and alignment of student success plans, pathways and OhioMeansJobs. K-12 online tools. The quantitative component will deploy a time series design using 2 years of baseline data on goal indicators as well as outcome indicators, and tracking these indicators across five years. Scientific surveys will be used to assess changes in perspectives and behaviors regarding the use of Thrively by students, parents, staff, and mentors as well as the value and effectiveness of advisor/advisee time in schools. Three primary questions will guide evaluation research:

1. What real savings, in time and money, were realized through a countywide approach to career education and advising?
2. What was the impact of a comprehensive career education advising project centered around a Student Strengths diagnostic (i.e., Thrively) on student success planning, pathway choice and progress (one key indicator will be 9th grade course failure rate)?
3. How effective were online PD modules for preparing staff to effectively understand and use Thrively data and tools in both the classroom and in their advising role?

DATA COLLECTION PLANS AND TIMELINE Year One: Baseline costs and scope of present state career education and advising programs, PD and student diagnostics. Year Two: Online PD effectiveness; advisor/advisee effectiveness; use of Thrively; time and cost savings Year Three: Online PD effectiveness; advisor/advisee effectiveness; use of Thrively; time and cost savings Year Four: Online PD effectiveness; advisor/advisee effectiveness; use of Thrively; time and cost savings Year Five: Online PD effectiveness; advisor/advisee effectiveness; use of Thrively; time and cost savings Year Six: Online PD effectiveness; advisor/advisee effectiveness; use of Thrively; time and cost savings. Because Thrively student diagnostic data is archived, we will be able to conduct analyses relatively easily on changes in student strengths and interests, and correlate them with pathway decisions and course schedules for a sampling of students. Non-student identifiers can be used to protect confidentiality. The implementation plan includes phased mini-piloting of various aspects of the innovation so this evaluation plan is more like an R&D process that provides ongoing feedback to shape subsequent iterations of key components (e.g., Thrively diagnostic, online PD). Once the project is funded, a full evaluation plan will be developed with a detailed timeline for measuring all processes and outcomes. Evaluation Deliverables: Interim evaluation reports; Evaluation briefs; Final evaluation report.

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 estimate 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.

This grant focuses on a shared services strategy all Educational Service Centers potentially can use to coordinate effective career advising and education policies and programs that save time and money. ESCs and partner districts may choose to implement one portion, say pathways, student strengths diagnostic, or the redesign of the school schedule for advisor/advisee time. However, taken together the key components of this program build a countywide career education and advising support system that is affordable, practical, and impactful. Schools should plan for evaluation and refinement after the first year of implementation to recalibrate components and make any necessary changes. LCESC will host a page on its website detailing the components of this project and will encourage other ESCs to reach out for more information. Marketing materials on the program will also be produced through this grant to not only inform students, parents, and the local community of these offerings but also other ESCs. A cohort from the ESC will present at the annual BFK-sponsored Rural Education National Forum, which gathers over 500 rural education leaders together from across the country. This will provide a state and national platform to share with other rural communities. We will write at least three papers about the project to be published in research and/or practice publications. The LCESC also will work with BFK on a social media strategy that can utilize a variety of communication channels so that various people in various places can stay informed and engaged in the progress of this project. Finally, there will be a concerted effort to make regular presentations at organizations including the Ohio ESC Association (OESCA) and the Coalition of Rural and Appalachian Schools (CORAS). We also will work with the Ohio Department of Education career education and advising personnel as well as the OhioMeansJobs personnel to share the success of this innovation.

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.
### 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>
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### Implementation Team

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<tr>
<th>First Name</th>
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<th>Title</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Wendy</td>
<td>Piersee</td>
<td>Chief Executive Officer, Generation Schools Network</td>
<td>Wendy's role will be to facilitate a workshop with district leaders to redesign the school schedule in order to dedicate advisor/advisee time to students throughout the day.</td>
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</table>

**As Chief Executive Officer, Wendy brings extensive experience in the non-profit and education sectors, especially in the area of network development and school replication. She has worked in higher education (Northwest College, Colorado Christian University & Harvard University), and served as Development Director and Associate Director of the Denver Street School and as the co-founder of the StreetSchool Network, which grew to include 47 schools in 27 cities, serving more than 4,000 students under her leadership. In addition to her work with GSN, Wendy was a GetSmart Fellow during the start-up of West Generation Academy in 2010.**

**Wendy's every day work revolves around transforming public schools to ensure students are prepared for success in school, work, and life, through sustainable and scalable strategies to drive student achievement and teacher effectiveness. Wendy leads work in school redesign, from assessing current priorities, needs and values, to delivering custom and sustainable solutions. Partnering with 14 schools in Colorado and New York, Wendy has led additional efforts to catalyze sustainable change to build capacity around learning and teaching, blended learning, college and career readiness, leadership, and accountability. Prior to her current work, Wendy served as a Senior Education Advisor to facilitate education design lab processes for struggling new schools to move toward a sustainable, academically progressive, and cost effective model. Wendy also co-founded and served as the Executive Vice President of the StreetSchool Network, which works nationwide to meet needs of youth and reduce the high school dropout rate through encompassing academic rigor, career preparation, and building life-skills.**

**Concordia University, M.A.Ed., 2015; Colorado Christian University, B.S. Business Management, 1990**
As the ESC Curriculum Supervisor, Johnna will serve as a district liaison to support all key milestones/deliverables of the project throughout the designated timeframe, support teacher-led teams to increase engagement opportunities for students through connections with business and community partners, and increase school staff ownership of career advising roles-teachers, school counselors, and administrators. This role will require participation in ESC-lead training for using the selected talent identification tool, provide technical assistance, and encourage the effective use of Ohio Means Jobs online K-12 tools by career advisors. Additionally, this position will develop district-level goals and accountability measures to increase student opportunity and agency to develop talent/work skills, and for staff ownership and capacity for quality career advising. Complementing these efforts, this role will also lead the training of district teacher team members (between 2 to 5 based on district size) to use the selected talent identification tool.

Johnna Lunsford
Curriculum Supervisor, Lawrence County Educational Service Center

As the ESC Curriculum Supervisor, Becky will serve as a district liaison to support all key milestones/deliverables of the project throughout the designated timeframe. She will support teacher-led teams to increase engagement opportunities for students through connections with business and community partners and increase school staff ownership of career advising roles-teachers, school counselors, and

Becky Bowling
Curriculum Supervisor, Lawrence County Educational Service Center

As the ESC Curriculum Supervisor, Becky will serve as a district liaison to support all key milestones/deliverables of the project throughout the designated timeframe. She will support teacher-led teams to increase engagement opportunities for students through connections with business and community partners and increase school staff ownership of career advising roles-teachers, school counselors, and

Becky has supported Common Core preparation across districts through her work at the ESC, providing opportunity to understand district needs and capabilities. Throughout her time at Symmes Valley Middle School, Becky served as the Department Chair in Mathematics, developing curriculum and collaborative training that integrates learning into the community through service and hands-on
| Beverly Tillis | Curriculum Supervisor, Lawrence County Educational Service Center | As the ESC Curriculum Supervisor, Beverly will serve as a district liaison to support all key milestones/deliverables of the project throughout the designated timeframe, support teacher-led teams to increase engagement opportunities for students through connections with business and community partners, and increase school staff ownership of career advising roles-teachers, school counselors, and administrators. This role will require participation in ESC-lead training for using the selected talent identification tool, provide technical assistance, and encourage the effective use of Ohio Means Jobs online K-12 tools by career advisors. Additionally, this position will develop district-level goals and accountability measures to increase student opportunity and agency to develop talent/work skills, and for staff ownership and capacity for quality career advising. Complementing these efforts, this role will also lead the training of district teacher team members (between 2 to 5 based on district size) to use the selected talent identification tool. | Middle School, supporting intervention and specialized instruction while integrating community service into classroom learning. Becky has led RESA training for district schools, supported Common Core implementation efforts, and served as a liaison between districts and the community. Additionally, this position will develop district-level goals and accountability measures to increase student opportunity and agency to develop talent/work skills, and for staff ownership and capacity for quality career advising. | As the Curriculum Supervisor, Beverly helps coordinate all professional development for county school districts. Serving as a liaison of the Lawrence County ESC, Beverly has supported implementation of Ohio’s Learning Standards and worked with local schools to ensure standards are implemented appropriately at the teacher level but also in support of student needs. In her experience as a teacher, Beverly has served on a school measurement team for strategic planning and has worked directly with the Ohio Department of Education to ensure sound educational practice among districts in the county. Marshall University, M.A.Ed - Elementary (1978); Marshall University, B.A. - Early Childhood Education (1974); | 10 |
| Mark Hartman | Managing Director, Strategic Engagement, Battelle for Kids | This position will act as a liaison between the diagnostic vendor and participating districts along with strategic collaboration with the Lawrence County ESC Coordinator to support management of all 9 consortium members. In addition to this work, responsibilities include outreach to business and community partners to build the mentoring and enrichment sponsorship program and the establishment of a network of business and enrichment providers in the community to utilize the talent development platform for connecting to students whose talents, interests, and skills align. This work will include training the business and enrichment providers to utilize Ohio Means Jobs K12 online tools during the enrichment experience. Additionally, this role will support the redesign of the school day schedule to allow for college and career advising time and foster alignment among district superintendents, district liaisons, and design teams through stakeholder and consensus-building meetings. | Mark has been with Battelle for Kids (BFK) since 2008, and currently serves as a Managing Director of Strategic Engagement. Mark provides counsel to build the capacity of educators in various roles to make teaching more powerful, prepare students to meet higher learning standards, and align professional learning to strengths and needs. He has been a strategic advisor to the Ohio Department of Education through Race to the Top implementation and advised districts across the state as they have implemented large-scale improvement efforts, including career advising, dropout prevention, and other promising practices to improve teaching and learning. From 2008-2012, Mark led the Ohio Value-Added High Schools (OV-AHS) initiative. Under his leadership, BFK worked with 88 districts and 133 schools to provide intensive training to build educators' understanding of how to use value-added information, formative instructional practices, and collaborative leadership to accelerate student achievement and progress. His focus has been improving college and career readiness by increasing the percentage of students hitting ACT's College-Readiness Benchmarks. Prior to his work with BFK, Mark served as GlenOak high school principal at Plain Local Schools. As principal, his duties included GlenOak Career Technical Coordinator, Digital Academy Director, and Coordinator of Secondary Instruction. In addition to this work, Mark partnered with Stark State Community College and served as Director of the Stark County Career and Technical Compact and Consortium, which served hundreds of students across 17 districts through GlenOak high school. | Ohio Superintendent License, 2008; West Virginia Wesleyan College, M.A.Ed, 1985 |

| Betsy Fannin | Curriculum Supervisor, Lawrence County Educational | Betsy will assist the project manager to be hired by the ESC that will oversee the implementation of this position. | Betsy currently serves as the Curriculum Supervisor at Lawrence County. Betsy serves as a High Schools That Work Consultant for the Central-Southeast Ohio Region. Through Superintendent License 2001, MA in Educational Administration, 2003 |
| Service Center | grant and its services. Working with other ESC staff to support this grant she and her colleagues will provide support around establishing partnerships for the mentoring program, assisting districts with implementing career pathways, and working with experts and districts to adopt an advisor/advisee program that fits the district needs, while staying true to the integrity of the program. Betsy will also be part of the integral ESC team that will help sustain this program after the implementation year. | ESC and has 20 years of experience in grant writing and implementation, along with 11 years as a central office administrator overseeing grants and programs with multi-million dollar budgets. Additionally, Betsy has written curriculum programs on a national level, and is a member of the Regional Roll-Out Team for ODE HSTW/MMGW Site Review Process that does on-site visits in high school and middle schools. Betsy’s experience helping districts implement new programs aligns directly to those outlined in this grant. She has deep experience connecting districts to the experts they need to build successful programs. Her roles at the ESC and with High Schools That Work have provided her with a solid foundation for implementing programs in various districts at varying performance levels. | this position, she has worked with schools who are implementing key aspects of this project, including incorporating advisor/advisee time into the school day. Betsy has extensive experience working with experts to develop college and career ready programs. In her current role, she has established relationships with all the districts which will assist the ESC with implementation. | University of Dayton |