Budget

Mercer County ESC (048546) - Mercer County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (121)

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	82,740.00	15,760.00	68,000.00	144,000.00	588,500.00	0.00	899,000.00
Support Services	0.00	0.00	21,000.00	0.00	0.00	0.00	21,000.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	80,000.00	0.00	0.00	0.00	80,000.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
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	82,740.00	15,760.00	169,000.00	144,000.00	588,500.00	0.00	1,000,000.00
						Adjusted Allocation	0.00
						Remaining	-1,000,000.00

Application

Mercer County ESC (048546) - Mercer County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (121)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Empowering Students and Enhancing Workforce Development

2. Project Tweet: Please limit your responses to 140 characters.
A continuum of project/problem based learning opportunities with business-education partners for students of all abilities.

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				
75 Pre-K Special Education	818 K	744 1	813 2	766 3
810 4	826 5	839 6	833 7	838 8
844 9	885 10	881 11	810 12	
Year 1				
75 Pre-K Special Education	815 K	818 1	744 2	813 3
766 4	810 5	826 6	839 7	833 8
838 9	844 10	885 11	881 12	
Year 2				
80 Pre-K Special Education	800 K	815 1	818 2	744 3
813 4	766 5	810 6	826 7	839 8
833 9	838 10	844 11	885 12	
Year 3				
75 Pre-K Special Education	800 K	800 1	815 2	818 3
744 4	813 5	766 6	810 7	826 8
839 9	833 10	838 11	844 12	
Year 4				
80 Pre-K Special Education	800 K	800 1	800 2	815 3
818 4	744 5	813 6	766 7	810 8
826 9	839 10	833 11	838 12	
Year 5				
75 Pre-K Special Education	800 K	800 1	800 2	800 3
815 4	818 5	744 6	813 7	766 8

810 9	826 10	839 11	833 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.

The career compact staff, along with specially trained STEM teachers in grades 7-12, will conduct professional development for K-6 staff members in all nine districts.This grant will impact students in all nine districts as teachers will be included in project/problem based staff development annually. Students will be impacted by the change in instruction as teachers infuse the inquiry and project based methods into their science, math, technology, and engineering curriculums.The concepts in this grant proposal can be replicated in other career compacts in the state of Ohio. Career Compacts are comprised of two to 14 districts. 80 districts in the state are members of Career Compacts. All districts collaborate on plans for offering required career-technical programming so the guiding principles of this grant can impact students in the eighty districts who are members of career compacts.11 other career compacts in Ohio have shown interest in replication=additional impact 7,383 students.

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

First and last name of contact for lead applicant
Shelly Vaughn

Organizational name of lead applicant
Mercer County Educational Service Center

Address of lead applicant
441 East Market Street

Phone Number of lead applicant
419-586-6628

Email Address of lead applicant
shelly.vaughn@mercercountyesc.org

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

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

☑ Yes

☐ No

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

Add Consortium Members

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

☑ Yes

☐ No

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

Add Partnering Members

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

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

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

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

As the need for new and advanced skill sets in our workforce continues to rapidly grow, our education centers need to adapt and grow with the market demands. Students of all ages need to have access to comprehensive resources and support in order to prepare for their future success. Nowhere is this more evident than in the primarily rural region of JobsOhio-West. As a result of the high number of advanced manufacturing and tech-driven companies in this region, approximately 26,000 jobs are directly attributed to these facilities (nearly 280 facilities in total). As the technology and skilled requirements for these positions continue to increase, fewer people are taking advantage of such available careers due to the lack of advanced courses/programs. However, without the proper programs and facilities to coincide with this increase in awareness, the effort will fall short of this region's goal - to properly connect a trained workforce with local businesses.

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

The goal is to provide more students the education and skill sets they need to be successful in the area workforce while shortening their time to degree completion. Less time - less costs and more results. A collaboration between Tri-Star and Wright State University Lake Campus will increase the effectiveness of dual credit or "College Credit Plus" for those students that enroll in the Career Compact and all students in the nine participating districts. Effective dual credit systems have been linked to positive student impacts at both secondary and postsecondary levels. According to the University of Iowa study,(May 2008), An Analysis of the impact of High School Dual Enrollment Course Participation on Post-Secondary Academic Success, Persistence and Degree Completion, Dr. Joni L. Swanson finds; "The implications of this study's results are clear - dual enrollment should be considered as a viable means to improve students' likelihoods of entering post-secondary education, of continuing in college, and of acquiring degrees." In addition, these programs have the capacity to create systemic collaboration which will be necessary in order for Ohio to meet its college, career-ready and post-secondary completion goals. It is the responsibility of secondary and higher education institutions to work together and think innovatively in order to advance the achievement and success of Ohio's students. Having Wright State University Lake Campus lead this effort with new Tri-Star Career Pathways, we can provide more high school students with the opportunity for career exploration and promoting exposure to relevant STEM and college courses. Through professional development with K-12 teaching staff in the two county area, we will be changing instructional strategies to be project/problem based. This will be accomplished not by hiring personnel, but advancing training for select personnel, so that teachers will be there to follow through as necessary and provide support for implementation throughout districts. Rather than waiting for the "disconnect" in today's world to grow larger, our region is taking a proactive/collaborative approach to education and skills training that will truly match up with the many advanced companies that already exist in the region. We believe that as a rural region with strong communities and a resilient business presence, we are obligated to move forward and work together to sustain and grow our economy. The focus on this pilot can then most certainly be replicated in other similar parts of Ohio for continued success. A new project/problem based instructional model will ensure math, science, and other new STEM-related courses are relevant to high school students and prepares them for whatever career path they truly understand and thus choose to follow. Project-based learning hails from a tradition of pedagogy which asserts that students learn best by experiencing and solving real-world problems. According to researchers (Barron & Darling-Hammond, 2008; Thomas, 2000), project-based learning essentially involves the following: students learning knowledge to tackle realistic problems as they would be solved in the real world; increased student control over his or her learning; teachers serving as coaches and facilitators of inquiry and reflection; students (usually, but not always) working in pairs or groups. Focusing on professional development in project/problem based instruction will assist our schools as we connect our classrooms to the businesses in Auglaize and Mercer Counties. This grant will address the needs of students of all abilities including those with disabilities by partnering with the Board of Developmental Disabilities for workforce transition programs. It includes the development of programs in Mercer and Auglaize Counties to provide transition students real world facilities in job skills training.

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.

Student achievement will be impacted by reducing time to degree completion by connecting college credit options through the current and new career compact programs, with career pathways currently offered at Wright State University. These college credit options are currently not available to most students at their high schools. These programs also have the added benefit of creating a reliable and seamless bridge for students to transition from high school into post-secondary endeavors thus creating potentially new and more cost effective pathways for accreditation, 2-year, or 4 year degrees. Training more teachers to be qualified to teach college credit plus courses and/or become adjunct professors will enhance programming. By using the train the trainer method, all teachers will be trained in the continuum of project/problem based learning opportunities for students in grades 7-12.

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.

Project based learning (PBL) results in higher levels of student engagement, therefore all students taught by teachers who received project based learning professional development will increase levels of achievement. 60 - 65% of Tri Star graduates attend college/training or move into a sustainable career field upon graduation. 90% of our graduates stay in the area for their career. Our graduation rate at Tri Star is 100% compared to Ohio Career Tech students of 98%. Wright State's investment into a new Advanced Manufacturing Center, Business Degrees, Mechanical & Electrical Engineering, Nursing, Computer Science, and Food/Ag Science pathways/degrees, creates a partnership that truly lowers the costs of post-secondary education for students to better themselves and attain the skills necessary for the many careers/jobs that are available in our region.

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

The current Tri-Star Career Compact (2nd created in the State) has been a successful platform for more than 30 years. As is evident by the number of students successfully taking a wide variety of classes, going on to further their education, and/or being hired by our regional companies, the impact of the education being provided by this Career Compact is real and impactful. Currently, there are 15 programs that support 11 industries. Teacher quality is the most important factor in improving student achievement. Research shows that the single most important factor changing (positive or negative) student achievement is having a "caring, competent and qualified teacher." "There is only one way to increase student achievement" Harry Wong (2014) cited reviews of over "40 years of educational innovations did not find a single innovation that increased student achievement. The only factor that increased student achievement was the significance of a teacher." Providing professional development in project/problem based learning (PBL) will allow our teachers to become more competent and qualified. According to the Buck Institute for Education (BIE): PBL makes school more engaging for students. Today's students, more than ever, often find school to be boring and meaningless. In PBL, students are active, not passive; a project engages their hearts and minds, and provides real-world relevance for learning. PBL improves learning. After completing a project, students understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, students who gain content knowledge with PBL are better able to apply what they know and can do to new situations. PBL helps address standards. The

Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals. PBL provides opportunities for students to use technology. Students are familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL. With technology, teachers and students can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world. PBL makes teaching more enjoyable and rewarding. Projects allow teachers to work more closely with active, engaged students doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their students. Wright State University has a great track record for placing teachers and increasing skills through proper state required professional development. There is a current AMBE educational liaison that works with Auglaize and Mercer County guidance counselors to facilitate available resources within the communities. This liaison will pair current students with internships, job shadowing experiences, and other real world opportunities to assist our students in discerning their career options. Hometown Opportunity website, www.hometownopportunity.com, was created to connect local companies with job seekers.

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).

100% of students in grades 7-12 in all districts will participate in a minimum of two project based learning opportunities each year. Our project/problem based learning trained teachers in each of the nine districts will measure the progress toward project based learning opportunities in their district. 100% of students in elementary schools will be exposed to PBL. 8 monthly meetings of the trained teachers will occur where documentation will be shared including lists of PBL opportunities provided to students; a chance for collaboration with teachers across districts to plan events on common inservice days. 150 students will participate in three new Career Tech programs each year. 45% more students will graduate with completion of industry certifications, and/or college credits. 75% of students in grade 10-12 will have /job shadow/internship completed. Student receiving semester grades of C-D-F in any core course will show one letter grade improvement by the end of the school

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

Currently, 20% of all teachers are trained in PBL. After the implementation of this grant, 100% of 7-12 teachers will implement two new project- based learning units using collaborative instructional skills. Currently 10% of students in grade 7-12 participate in PBL. After the implementation of this grant, 100% of students in grades 7-12 in all districts will participate in project based learning opportunities. Currently 250 high achieving students are participating in a fast track degree program. After the implementation of this grant, 500 high achieving students participating in new fast-track degree programs each year would be our goal. This would be a 50% increase in grades 9-12 enrollment in college classes through the partnership with Wright State University. Currently there are no robotics camps or science/STEM fairs. After the implementation of this grant we will provide exposure to local high demand jobs through robotics camps and science/STEM fairs.

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

Curriculum Directors will analyze grant objectives with teachers and provide guidance and support to professional learning communities within districts and across districts. Provide additional professional development related to project based learning utilizing the train the trainer model which is sustainable with no additional costs. Career compact administrators will monitor program progress and discuss goals with district/building administrators as well to fully implement grant objectives. The AMBE educational liaison will work with AMBE business partners to assess the skill level of students entering the workforce upon graduation from newly implemented Tri-Star programs. The liaison will also provide methods to enhance the programming to be aligned to workforce need. By having nine school districts already working together for 30 years, the existing Career Compact is already a very efficient and sustainable model.

☐ 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?
Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

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

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

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

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

☑ d. Implementing a shared services delivery model

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

To develop a partnership with Board of Developmental Disabilities in Mercer and Auglaize Counties and transition students to provide real world facilities to be utilized in job skills training to allow transition students to enter the workforce earlier and with improved job skills and preparedness. This will be accomplished through the Tri-Star expansion programs. To expand and enhance our partnership with Auglaize Mercer Business Education Alliance (AMBE) to include a continuum of services for special needs to gifted students. To increase ability to provide resources for quality career advising so students can connect their educational experiences with sound career choices moving forward. To increase career opportunities for students with disabilities in transition; thereby, reducing the time from school to work. This will increase graduation rates for all nine districts by reducing the number of students in special education beyond grade 12.

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.

We must continue our working relationship with the Board of Developmental Disabilities in Auglaize and Mercer Counties. In an Ohio Longitudinal Transition Study in 2011 by the Department of Education Office for Exceptional Children, it was reported that 7.5% of the special needs population were employed in the hospitality and tourism industry. There is a current AMBE educational liaison that works with Auglaize and Mercer County guidance counselors to facilitate available resources within the communities. This liaison will pair current students with internships, job shadowing experiences, and other real world opportunities to assist our students in discerning their career options. The number of students in transition units will be reduced as they are employed. Due to recent legislation changes, special needs students are being moved from a sheltered workshop to full employment. Extensive repetitive training will be needed to provide a successful transition from the workshop to work.

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.

A transition council was formed in October 2015 to develop partnerships with agencies that support the employment of Ohioans with disabilities and provide professional development for special education teachers to support transition for students with disabilities. Current experiences range from transition classes taking job tours to better understand what types of employment are available in our area and to open discussions about what possible job interests. Volunteer job training sites have been developed and utilized in a multitude of businesses throughout the county to allow students to try out different types of environments and get some hands on training with various job skills. These opportunities also help develop the soft skills needed to get and keep a job in the future. Young adults have also had the opportunity to fill in at some of the DD enclaves in our community where they are paid as they get to experience a part time shift. This is an opportunity for supervisors to see how the students handle new work skills. When our students leave, 50% move on to part time competitive employment in the community, work in a community enclave type setting, or are in day hab programs where job exploration and skill development will continue. Tri-Star is beginning to do preliminary work on increasing opportunities for all students. Programming has been examined in other operational centers and assistance is needed launching new programs. "The Employment First Task Force agencies agree that Ohio needs a coordinated state effort that examines existing practices in our system to identify and address barriers to employment for people with developmental disabilities. In support of the above goal, the Employment First Task Force agencies agree to the following: 1. We shall conduct an examination of our existing funding, policies, practices and roles and responsibilities at a state and local level that support or hinder the community employment of Ohioans with developmental disabilities in order to maximize the use of existing resources and funding streams for services. 2. We shall support the development or review of specific state-level Interagency Agreements between individual Task Force agencies to ensure coordination of services, as appropriate, with the objective of increasing opportunities for community employment for Ohioans with developmental disabilities. 3. We shall review information and data provided from local community planning teams (or other sources) to identify successes and address barriers to community employment. 4. We shall agree to include in our technical guidance to the field, information on increasing employment opportunities for Ohioans with developmental disabilities. 5. We shall agree to promote local participation in multi-agency collaborations to identify community needs,

address sustainability of systems and emphasize best practices to improve community employment outcomes. Local MOUs or agreements should support Employment First principles and remove barriers to community employment whenever possible. This includes the braiding of local funds and resources. 6. We shall develop and approve cross-agency tools and processes to share information as appropriate in order to prevent duplication in eligibility, enrollment, assessment and planning. 7. We shall develop a consistent message around skills and competencies of service providers that must be fostered across systems, including training and technical assistance of evidence-based practices. Target outcomes will include building capacity to support effective transitions to employment in the community. 8. We shall serve as members of the Employment First Task Force and agree to actively and consistently participate, and to provide leadership and oversight of this systems change effort. Further, we agree to track and evaluate progress made towards the above goals and revise as necessary." (Ohio Employment First Task Force 2013)

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.

Students will have a career plan that includes job shadowing experiences, resume writing, and career exploration monitored by special education teachers with support from the AMBE educational liaison. 100% of students with disabilities will receive enhanced career readiness/placement activities. 30% more students will successfully complete college/will be employed in a job with livable wage. There will be full utilization of newly expanded Tri-Star programs in partnership with the Board of Developmental Disabilities for transition students. The Vocational Rehab coordinator will develop a career plan policy all schools will follow when assisting transition students.

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.

All students will be surveyed before career planning to create baseline data. 100% of students will have career plans. No students with developmental disabilities are currently participating in career transition programming through Tri-Star career compact. 75% of transition students will participate in job skills training through the newly expanded Tri-Star programs either during the regular programs or through specially designed programming utilizing Tri-Star equipment and facilities. No students with developmental disabilities are currently participating in career transition programming through Tri-Star career compact. 100% of students with disabilities will have the opportunity to participate in a variety of STEM related activities.

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

Transition students could access the Tri-Star facilities and equipment outside of the typical Tri-Star programming to meet these students' individual needs in order to prepare them for careers. Additional professional development will be offered to guidance counselors and special education teachers with consultation from the educational liaison. Through the work of the implementation committee, programs will be evaluated. With these results, changes can be made to the program to better meet the needs of students or additional programs can be added to meet the needs of transition students.

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.

1,000,000.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.
Responses should provide a rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should

the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

Personal Services/Fringe Benefits: $26,000 is allocated for stipends for individuals designated as implementers of this grant. This includes two grant administrators, four committee chairpersons and fiscal management. An additional $72,500 is budgeted for stipends for teachers-project/problem based training and become trainers (minimum of two trainers for consortium districts). These teachers will provide professional development beyond the first year of the grant. The total allocation for stipends in salaries and benefits is $98,500. Purchased services: $10,000 is allocated for grant evaluation which will be conducted by an external evaluator. An additional $148,000 is budgeted in purchased services for the Buckeye Institute for Education (http://bie.org/) who will provide professional development in project/problem based learning. $11,000 is allocated for vendors to provide professional development specific to Vex and/or BoBots robotics equipment for a minimum of one staff per consortium district. The total allocation for purchased service is $169,000. Materials and Supplies: $26,000 will purchase consumables for newly developed hospitality and medical programs to be used over the next four years. $10,000 will purchase consumables for newly developed robotics program to be used over the next four years. The remaining $108,000 is allocated for the purchase of project/problem based units of study to be used in the nine consortium districts impacting over 5,000 students. This is $12,000 per district for the purchase of curriculum. There is a total of $144,000 allocated for materials and supplies Capital Outlay: $43,500 is allocated for the purchase of medical equipment for the medical program expansion, $145,000 is allocated to purchase equipment for the newly developed hospitality program, $400,000 is allocated in capital outlay for robotics-includes shipping and installation-$250,000 for school districts-$125,000 career tech-$25,000 replacement.

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.

94,922.00 a. Sustainability Year 1

94,922.00 b. Sustainability Year 2

99,897.00 c. Sustainability Year 3

99,897.00 d. Sustainability Year 4

99,897.00 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.

While initial start up equipment purchases and instructor training costs are high, these are one time startup costs. Sustaining costs are minimal ($2000 per district) and the equipment will last much longer than 5 years. Equipment will be used for both high school and adult education programs. While increased revenue is not allowable for this grant, it should be noted that adult ed programs are revenue generating and will cover costs for replacement once they are outdated and/or no longer useful. This additional resource will ensure state funds have significant student impact and lasting value. Participating districts that contract with TriStar for educational programming are expected to increase the number of students they enroll in the program. These increased costs are shown in each district's FIT as purchased services. TriStar will maintain all equipment and ongoing materials costs for the programs. The only ongoing costs for districts are for the additional service they buy from TriStar. Purchased Services: The total ongoing costs for districts is $99,897 in purchased services each year from Tri-Star. The district breakdown each year is as follows: Celina City Schools: $22,289 Coldwater Schools: $15,160 Fort Recovery Local Schools: $8,132 Marion Local Schools: $7,430 Minster Local Schools: $7,731 New Bremen Local Schools: $7,831 New Knoxville Local Schools: $3,815 St. Marys City Schools: $18,373 St. Henry Local Schools: $9,136

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

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

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

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

N/A

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

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

19. Please explain the source of these reallocated funds.

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

Personnel: We anticipate the retirement of a minimum of one staff member in the participating school districts over the next five years in the consortium. Two of the largest districts will absorb one retirement. In five districts each retiree currently at the highest salary will be replaced with a teacher at a lower salary. In two districts, no retirements will be recognized. This overall cost reduction will help sustain the additional programming. The total savings from personnel in the nine consortium districts is an average of $309,505 per year. The average district breakdown each year is as follows: Celina City Schools: $79,307 Coldwater Schools: $39,500 Fort Recovery Local Schools: $37,700 Marion Local Schools: $0 Minster Local Schools: $0 New Bremen Local Schools: $37,700 New Knoxville Local Schools: $0 St. Marys City Schools: $77,598 St. Henry Local Schools: $37,700 Professional Development: The costs savings for each district related to professional development is calculated at a savings of $5,000-$2000 per district per year over the five years of the grant. The train the trainer model will be utilized with

professional development monies received. Each district will have representation at professional development activities and will be able to continue to train staff members at the local level beyond life cycle of this grant. A savings will be recognized locally at each of the nine districts by a decrease in the amount of cost for professional development. The total savings from professional development in the nine consortium districts per year is an average of $28,000. The district average each year is as follows: Celina City Schools: $3,200 Coldwater Schools: $3,200 Fort Recovery Local Schools: $3,200 Marion Local Schools: $3,200 Minster Local Schools: $3,200 New Bremen Local Schools: $3,200 New Knoxville Local Schools: $3,200 St. Marys City Schools: $3,200 St. Henry Local Schools: $3,200

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 RangeJune 2016-October 2016

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

June 2016 - Initial meeting with all grant partners and establish the following subcommittees: College-Credit Plus options with Wright State, Project Based Learning Professional Development, Tri-Star Program Expansion, Workforce/DD Transition Programming July-December CCPlus: Development of class offerings to be offered on campus, through Tri-Star and at local school districts. Project Based Learning: Plan and coordinate Project Based learning professional development for 7-12 staff in nine districts and put together plans for deployment during second semester of 16-17 school year. Tri-Star Expansion: Plan recruitment efforts to enroll students in new programs, determine appropriate location for expanded programming and order Robotics equipment for distrcts, Medical and Transition Program equipment Workforce/DD Transition: Plan recruitment efforts to enroll students in new programs, collaborate with Board of Developmental Disabilities and AMBE to provide additional opportunities for students with disabilities from transitions to workforce.

22. Implementation(grant funded start-up activities)

a. Date RangeSummer 2016-Summer 2017

b. Scope of activities - include all specific completion benchmarks

CCPlus Subcommittee: October 16-Summer 17: Create opportunities for teachers to become credentialed to teach college courses at local high schools. Establish articulation agreements with Wright State for college course aligned to robotics, advanced manufacturing and other in demand careers in our region. January 2017: High school students will have the option to participate in a minimum of six new college credit plus course offerings with Wright State and Tri-Star. January 2017-Fall 2018: Continue credentialing highly qualified staff for CCPlus, evaluated the new CCPlus courses offered during 2017-2018 school year, plan for and develop course descriptions for an additional six-eight CCPlus offerings through Tri-Star programming. February -June 2017: Work with guidance staff to inform and enroll students in CCPlus courses for the 2017-2018 school year. Project Based Learning: Jan. 2016 - March 2016 - Research project based learning opportunities and sign contract for work through summer of 2016 through June 30, 2017. July 2016- Project based learning professional development at Wright State Lake Campus for professional development for 7-12 staff in nine districts. Offering multiple sessions in July and August. Teachers will be trained and the train the trainer model will also be in place to provide training for any new staff that is employed after the trainings. School year of 2016-2017 - follow up and enhanced learning opportunities of collaboration on project based learning. Workforce/DD Transition: Fall 2017-Fall 2018: Collaborate with Auglaize/Mercer DD agencies to assure smooth conversion between center based programs and gain employability skills through this new career tech opportunity. Continue to work on programming to be offered. Sept-Mar 17: Set up new classroom and train teachers Spring 17: Provide tours to current students, teachers and admin to promote programs School year 2017-18: follow up & enhanced learning opportunities with PBL

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

a. Date RangeSummer 2017-Summer 2022

b. Scope of activities - include all specific completion benchmarks

COMMUNICATION-PROJECT WAS DEVELOPED: The following interactions have occurred to create this proposal with input from consortium partners to provide a focused, multi -faceted approach to the problem of college and career readiness. Curriculum Coordinators compared district goals; created focus for proposal; Business Leaders contacted for partnerships/input; District Administrators, Treasurers, Teachers

consulted; Partners contacted to provide PD, online classes, support for project. Updated information and progress toward grant goals will be located on the following websites; Mercer and Auglaize County ESC and Tri-Star Career Compact. COMMUNICATION-DURING THE PROJECT: Will have on-going communication concerning grant activities & monthly meetings to take stock of project progress, make adjustments, & assist other committees in completing project activities/objectives. Advisory Board which consists of the chair from each committee and AMBE will provide quarterly communication among business leaders & schools to promote project activities. More specifically, communication with stakeholders will be as follows: Community and parents: Local media; social media; school /community meetings; brochures targeted to parents/students. Students: Information from guidance counselors Teachers: HQ Professional development; PLCs; scheduled team/department/staff meetings; blog established School Administrators, Guidance Counselors: presentations; draft responsible use policy; participation in Business Symposium. Policy makers/School Boards: presentation at board meeting; monthly updates; participation in business symposium. COMMUNICATION WITH STAKEHOLDERS BEYOND THE PROJECT: Updated information and progress toward grant goals will be located on the following websites; Mercer and Auglaize County ESC, Tri-Star Career Compact. More specifically, annual communication with stakeholders: Community and parents: Local media; social media; School Boards:annual presentations at BOE.

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:

Empowering Students and Enhancing Workforce Development is expected to change how students are prepared for making career choices and to also change the time and resources needed to earn post secondary education.The investment of state dollars in this project will have long term results by improving teacher practice/quality. The collaborative nature of this professional development will reduce the need for each of the nine districts to provide yearly professional development opportunities for its staff. The joint efforts will allow employees an opportunity to share successes across school districts. This project could help the local education community find better instructional and assessment practices for developing student critical thinking, problem-solving, communication skills, etc. In the 21st century workplace and in college, success requires more than basic knowledge and skills. In a project, students learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively. PBL connects students and schools with communities and the real world. Projects provide students with empowering opportunities to make a difference, by solving real problems and addressing real issues. Students learn how to interact with adults and organizations, are exposed to workplaces and adult jobs, and can develop career interests. Parents and community members can be involved in projects.The professional development opportunities in project/problem based instruction will impact Wright State University's school of education by integrating this knowledge into their teacher preparation program. The future teachers employed in the Auglaize and Mercer County schools will have project/problem based trained teachers as applicants for their open positions. Working collaboratively-Career Compact, WSU, and local companies will ensure the needs of local students and companies are met well into the future.

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:

Nancy Allison- Currently Coordinator of Academic Distress, ODE Other work experience includes: RttT Regional Specialist, Findlay HS Curriculum director, Supt at Upper Scioto Valley, Assistant principal at Elida PO Box 74 Ada, OH 45810 419-302-1409 nancywoodallison@gmail.com The evaluation plan for this grant will take place annually over the next several years following project completion to determine true impact. Data Elements for grant evaluation will include: Number of student participating in Tri-Star 2.0 Expanded Programming, Number of students participating in CC Plus options in partnership with Wright State, Number of students with Developmental Disabilities who are gainfully employed after participation in transition programs, Number of teachers in grades k-12 implementing project/problem based instruction and the number of students participating in PBL.

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.

The evaluation plan for this grant will take place annually over the next several years following project completion to determine true impact. Data Elements for grant evaluation will include: Number of student participating in Tri-Star 2.0 Expanded Programming, Number of students participating in CC Plus options in partnership with Wright State, Number of students with Developmental Disabilities who are gainfully employed after participation in transition programs, Number of teachers in grades k-12 implementing project/problem based instruction and the number of students participating in PBL. Wright State University students will support the evaluation of this grant and serve as data collection agents and data analysis providers. As information toward goals is collected, data collection days will be built in to a common calendar to provide opportunities for teachers and Wright State students to share results and hypothesize conclusions. Method to measure long- and short-term objectives: For many of the activities of this project, completion will be the measure of success such as equipment

purchased, Professional Development delivered, career plans completed, an increase in the number of students receiving college credit and policies updated. These short-term objectives can be measured not only by completion but also by the number of participants at the activities, students enrolled in coursework, students earning college course credit, teacher participating in PD sessions, students participating in shadowing/internships. Long-term measurement will be data collected after the grant period concludes and will include a study of the number of students who complete career plans including shadowing/ internships. Teachers/administrators will be surveyed to report on changes in classroom strategies to incorporate project based inquiry lessons. Feedback from local businesses on success of internships/shadowing will be collected to follow-up on success of workforce job placement. Types of data to be collected Numerical/Student data to be collected: number involved in lessons including project based learning; number enrolled in Tri-Star programs; number of students earning college credit; number of internships/shadowing experiences; number of completed career plans.

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.

It is highly likely that this grant can be expanded/scaled -up and replicated over time. This grant represents innovativeness in education by reaching as many students as possible. Establishing true partnerships with High Schools, Career Compacts and higher education will result in a better educated and 'properly' skilled workforce that will be replicated across the State. Tri-Star Career Compact directors and Mercer/Auglaize superintendents will publish and present about this innovative project through professional organizations, conferences and workshops. The career compact staff, along with specially trained STEM teachers in grades 7-12, will conduct professional development for k-6 staff members in all nine districts. This grant will impact students in all nine districts as teachers will be included in project/problem based staff development annually. Students will be impacted by the change in instruction as teachers infuse the inquiry and project based methods into their science, math, technology, and engineering curriculums. The concepts in this grant proposal can be replicated in other career compacts in the state of Ohio. Career Compacts are comprised of 2-14 districts. Eighty districts in the state are members of Career Compacts. All districts collaborate on plans for offering required career-technical programming so the guiding principles of Empowering Students and Enhancing Workforce Development can impact students in the eighty districts who are members of career compacts. Eight other career compacts in Ohio have shown interest in replication. Additional impact=6,184 students. Collecting data from past graduates and business/industry to determine if we are meeting the needs and providing opportunity for student to be college/career ready. This data can be shared with other Career Compacts to avoid pitfalls as they replicate this model. Note: this model could be replicated in reverse as well.

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).

Consortium

Mercer County ESC (048546) - Mercer County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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Consortium Contacts							
First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Ken	Schmiesing	419-586-8300 Ext. 1002	ken.schmiesing@celinaschools.org	Celina City	043729	585 E Livingston St, Celina, OH, 45822-1742	
Julie	Garke	419-678-4834 Ext. 2100	garke.julie@sthenryschools.org	St Henry Consolidated Local	048587	391 E Columbus St, Saint Henry, OH, 45883-9574	
Kim	Waterman	419-753-2431	kwaterman@nkrangers.org	New Knoxville Local	045963	345 S Main St, New Knoxville, OH, 45871-0476	
Shawn	Brown	419-394-4312	Shawn.Brown@smriders.net	St Marys City	044727	100 W Spring St, Saint Marys, OH, 45885-2312	
Justin	Firks	4193754139	firksj@fortrecoveryshcools.org	Fort Recovery Local	048595	PO Box 604, Fort Recovery, OH, 45846-0604	
Jason	Wood	419-678-2611 Ext. 2305	Wood.Jason@ColdwaterCAVS.org	Coldwater Exempted Village	045310	310 N 2nd St, Coldwater, OH, 45828-1242	
Mike	Pohlman	419-925-4294 Ext. 10512	pohlmanm@marionlocal.org	Marion Local	048553	7956 State Route 119, Maria Stein, OH, 45860-9710	
Andrea	Townsand	419-629-2443	andrea.townsend@newbremenschools.org	New Bremen Local	045955	901 E Monroe St, New Bremen, OH, 45869-9685	
Brenda	Boeke	419-628-4174	brenda.boeke@minsterschools.org	Minster Local	045948	50 E 7th St, Minster, OH, 45865-1095	

Partnerships

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Partnerships							
First Name	**Last Name**	**Telephone Number**	**Email Address**	**Organization Name**	**IRN**	**Address**	**Delete Contact**
Ann	Harvey	419-738-3422	aharvey@auglaizeesc.org	Auglaize County ESC	045930	1045 Dearbaugh Ave Ste 2, Wapakoneta, OH, 45895-9247	
Shawn	Theiman	419-586-2369 Ext. 214	sthieman@mercerdd.org	Mercer County Board of DD	071597	PO Box 137, Celina, OH, 45822-0137	
Jared	Ebbing	419-586-4209	jared.ebbing@mercercountyohio.org	Mercer Co Brd Of Commissioners	147975	220 W Livingston St Ste A201, Celina, OH, 45822-1673	
Julie	Miller	419-586-0359	julie.miller@wright.edu	Wright State University	063123	3640 Colonel Glenn Hwy, Dayton, OH, 45435-0001	
Renee	Place	419-629-2419	rplace@augdd.org	Auglaize County Board of DD	070011	20 E 1st St, New Bremen, OH, 45869-1165	
Angela	Hamberg	419-629-2447	angela.hamberg@newbremen.com	Auglaize Co Brd Of Commissione	147710	201 Willipie St Ste G11, Wapakoneta, OH, 45895-1972	

Implementation Team

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Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Ann	Harvey	Assistant Superintendent, Auglaize County ESC	Program Leads will be members from the two county Educational Service Center Superintendent's offices. The responsibilities of the program leads will be to oversee the four committee chairs and their work toward meeting the goals of the grant. Program leaders will also facilitate (at minimum) quarterly meetings with committee chairpersons.	Teacher, counselor, principal,curriculum director, and assistant superintendent; 44 combined years in education.	Participated in grant writing with Auglaize/Mercer administrators to secure two STEM grants. Collaborated with 10 districts to write an Early Literacy Grant.	Masters of Education	5	
Traci	Richard	Vocational Rehab Counselor	Plan recruitment efforts to enroll students in new programs, collaborate with Auglaize and Mercer Boards of DD and other agencies to provide additional opportunities for students with disabilities from transitions to workforce, collaborate to assure smooth conversion between center based programs and gain employability skills through this new career tech opportunity. Continue to work with set up new classrooms, recruitment and hiring qualified teachers, provide tours to current students, teachers and administrators to promote programs.	Traci has been in her current role for more than 15 years.	Traci has inplemented numerous programs in six counties for workforce development during her employment with Bureau of Vocational Rehabilitation.	Bachelors of Science	0	
Mary	Brandon	Treasurer	Fiscal Management of Straight A Grant	20 years of fiscal experience at Mercer County ESC	Has managed ferderal program grants including Title III Consortium, Alternative Challenge Grants and 21 Century Grants	Bachelors	5	
Shelly	Vaughn	Superintendent, Mercer County ESC	Program Leads: Program Leads will be members from the two	Teacher, principal, and superintendent; 18 combined years in	Participated in grant writing with Auglaize/Mercer	Masters of Education	5	

			county Educational Service Center Superintendent's offices. The responsibilities of the program leads will be to oversee the four committee chairs and their work toward meeting the goals of the grant. Program leaders will also facilitate (at minimum) quarterly meetings with committee chairpersons.	education.	administrators to secure and implement two STEM grants. Collaborated with 5 districts in three counties to secure and implement RttT Stem grant.			
Karen	Rose	Curriculum Director, Mercer County ESC	Project Based Professional Development: Co-Chair of the committee for Project Based Professional Development. Karen will work with the curriculum director in Auglaize County to investigate and determine best project/problem based learning professional development options, implementing train the trainer methods, organize professional development days and provide ongoing support as teachers utilize project/problem based learning in their classrooms.	Four years of experience as Curriculum Director; planned and facilitated professional development in over 20 districts	Four years of experience as Curriculum Director; planned and facilitated professional development in over 20 districts	Bachelors of Education	10	
Kelli	Tebbe	Curriculum Director, Auglaize County ESC	Project Based Professional Development: Co-Chair of the committee for Project Based Professional Development. Karen will work with the curriculum director in Auglaize County to investigate and determine best project/problem based learning professional development options, implementing train the trainer methods, organize professional development days and provide ongoing support as teachers utilize project/problem based learning in their classrooms.	Teacher, principal, Gifted Coordinator, Curriculum Director	Teacher, principal, Gifted Coordinator, Curriculum Director. Has planned and implemented numerous professionsl development sessions with teachers and principals over the the past five years.	Bachelors of Educaiton	10	
Julie	Miller	Development Officer-Wright	College Credit Plus and Partnership with Wright	BA in organizational leadership, Masters	Lead the roll out and implementation	BA in organizational	0	

		State University Lake Campus	State University: to coordinate college credit plus,	in Management, Innovation and Change, Development Officer, Western Ohio Educational Foundation, Director, Business Enterprise Center	of 4 year engineering programs at Wright State Lake Campus. Partnered with local business/industry to fund and build the Business Enterprise Center on campus.	leadership, Masters in Management		
Brian	Stetler	Assistant Director of Tri-Star	Career Compact Expansion- Program planner, orderer of materials, staff placement	Career Based Intervention Teacher for 8 years, Computer Networking Teacher for 7 years, Asst. Director of Tri-Star	Career Based Intervention Teacher for 8 years, Computer Networking Teacher for 7 years, Asst. Director of Tri-Star	Bachelor of Science - Education	0	