### Budget

**Pike-Delta-York Local (047084) - Fulton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (117)**

U.S.A.S. Fund #: 466  
Plus/Minus Sheet (opens new window)

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**Adjusted Allocation**

**Remaining** -999,600.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Business Partnerships - Student Career Pathways

2. Project Tweet: Please limit your responses to 140 characters.
   Connecting rural districts with advanced manufacturing career exploration, internships and training.
   This is an ultra-concise introduction to the project.

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

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<th>Grant Year</th>
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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.

All students will have access to the unique curriculum, apprenticeship and computer application developed through this project. Additionally students may use the project initiatives to explore career choices. Benefits to curriculum will include classes for career exploration. The project will offer over 40 career exploration classes. The design and application of the curriculum and apprenticeship programs will have a direct impact on how schools operate going forward. The computer application developed will extend the great usefulness of the Ohio means Jobs portal by connecting school curriculum choices and personal interests into a comprehensive planning tool from middle school through graduation that will give parents and students a clear direction in career exploration. Whether students pursue the apprenticeships or other features driven by grant initiatives, they will have complete access to the tools and guidance provided.

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

First and last name of contact for lead applicant
Ted Haselman

Organizational name of lead applicant
Pike-Delta-York Local Schools

Address of lead applicant
504 Fernwood Street Delta, OH 43515

Phone Number of lead applicant
419.822.3391

Email Address of lead applicant
thaselman@pdys.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

There is significant gap in current student pathways with a connection to business employment needs. Conversely current curriculum fails to capitalize by applying direct impact curriculum that directly provides the necessary skill set for skilled, high paying employment in identified gaps, especially robotics and engineering. This gap leaves positions unfilled thus crippling business growth and expansion and also leaves students unprepared to meet that need and gain meaningful employment and/or skills and knowledge necessary for successful college without remedial coursework. There are currently 247 openings in Fulton County manufacturing skilled positions. At this time no clear pathway exists for students to gain unnecessary skills. These higher-level skill positions remain unfilled. High schools college connections include College Credit Plus, dual enrollment and attending college full time.
b. The proposed innovation and how it relates to solving the problem or improving on the current state.

Students earn industry credentials in career pathways relevant to their community, opening the door for well-paying, in-demand jobs after school. Business leaders, Fulton County Commissioners, Fulton County Economic Development Committee, Fulton County Workforce Development and Northwest State Community College are partnering with local schools in providing certificated career pathways that elevates student achievement. Curriculum will be developed by all stakeholders to meet the growing need for a educated, well trained workforce. A computer application will merge Ohio Means Jobs application with student centered career pathway, curriculum and certificated training pathways to give students clear direction and preparation in meeting Ohio's growing employment needs. The consortium will significantly increase student achievement for Ohio students in manufacturing related STEM. Partnership provides services and programs which will significantly increase regional access to high quality, industry standard career/tech, college and workforce development programs for nearly 4700 students by 2023.

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)

<table>
<thead>
<tr>
<th>a. Student achievement</th>
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<tbody>
<tr>
<td>i. List the desired outcomes.</td>
</tr>
<tr>
<td>Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.</td>
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<tr>
<td>Business Partnership Student Pathway project will assign a part-time Project Director to manage Goals 1 &amp; 4. Project manager and Fulton County Workforce Development Coordinator will facilitate Design Team (staff, parents, Northwest State Community College, Fulton County Economic Development Committee) to create the vision, a portrait of graduate &amp; foundational documents for consortia program design. All program 8th graders take COMPASS Test &amp; personal college readiness plan will guide acceleration/remediation. Outcome1: 100% of 8th graders will complete COMPASS Test and have personalized plan for college readiness. Outcome2: Consortia districts will have a complete business/school partnership program of study framework with 3 career pathway options including apprenticeships. Outcome3: 100% of related staff will complete specialized professional development. Outcome4: Consortia will have projected enrollment of 100 students in year one.</td>
</tr>
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</table>

b. 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.

Lead Project Team (LPT) meets bi-weekly to drive planning efforts. If awarded, the full plan described below will be implemented. If funding is not awarded, plans will be scaled back temporarily while seeking additional funding, but all stakeholders are committed to pursuing program objective. Straight A Funds will primarily cover critical one-time start up tasks allowing the project to scale faster & serve more students/adults sooner.

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

In 1994, United States legislation passed the School-to-Work Opportunities Act (STWOA) because, compared to other countries, the United States lacked a system to connect education with employment where four-year college degrees were not required. "The School-to-Work Opportunities Act is visualized as comprehensive professional skills help students better prepare for careers and college by providing work-based learning experiences" (Gordon, 2003, (2003), p. 211). The History and Growth of Vocational Education in America. Prospect Heights, IL: Waveland Press. Currently consortia districts have active work study programs that impact very few students. There is little direct connection to local manufacturing and other businesses. Student work study employment is low skill level, entry level employment primarily at the retail level. No direct link with school and business leaders exists. Fulton County consortia schools and local businesses share a common purpose and have met to move the process to improve the lives of students to a new level. The current programming, identical to almost all school work programs, is ineffective. Students are not gaining a skill set that allows them to enter the workforce with skills necessary to move into higher level positions. Manufacturing desperately seeks skilled employees while experiencing an extreme shortage. Online Journal of Workforce Education and Development Volume III, Issue 3 - Fall 2008 states: Most high schools provide programs to prepare students for college or employment after graduation. These programs, also known as School-to-Work Programs, are supposed to help direct students to the career field that they would like to pursue. Unfortunately, the programs provided by the schools are not as effective as they should be. One of the main reasons why these programs are unsuccessful is due to the lack of participation from local businesses. Businesses are unwilling to participate because of the cost to partake in the program, the time that is involved with the program and the loss of retention for the business. For most businesses, the concerns outweigh the benefits of the School-to-Work program but there can be and are very successful and effective programs from the partnerships of businesses and schools. School-to-Work programs help students transition from high school to the workforce. Neumark, D. & Joyce, M. (2001). Evaluating School-to-Work Programs Using the New NLSY. The Journal of Human Resources, 36(4), 666-702. These programs were created to integrate a system of youth education, job training, and labor market information to provide a faster and more successful transition from school to stable employment. These programs are not just for students who want to graduate with a high school diploma and go straight to the workforce. These programs also help give students a better understanding of a career that they may want to pursue during and after college. The programs are not necessarily geared exclusively toward placement of young workers in more permanent jobs, but also aim to increase information about labor markets and young workers' own skills, in order to enhance their career decision making (Neumark & Joyce, 2001). |

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).

1. 100% of students will successful complete required coursework. 2. 100% of 8th grade students will receive career/college guidance with recommendations for future growth and progress 3. Staff professional development to gain needed additional skills will be recorded and coordinated with businesses 4. Student involvement and success will be documented yearly with reports distributed to all stakeholders.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future
Fulton County Schools consortia and business partners believe this proposal will revolutionize school-business relationships with the purposeful outcome of an enriched student experience and a benefit to businesses by providing highly skilled employees vital to the success and growth of Fulton County economic development. All stakeholders are committed to providing this proposal with 100% effort toward success. All stakeholders will continue planning and execution of the intended programming, but at a severely diminished level. Needed training equipment, tools, and training will not be available at a level necessary to immediately provide the college/career guidance and opportunities at a level that an active, engaged, funded business/school relationship would provide.

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

Expand and create new online/blended Northwest State Community College and local courses to align to industry based partnership curriculum with direct connection to career pathways. Develop a computer application that is user friendly and connected to Ohio Means
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.

A true partnership exists with all Stakeholders. Fulton County Commissioners wholeheartedly promote and support the initiative. Fulton County Economic Development Director, Fulton County Workforce Coordinator, Northwest State Community College, business representatives, parents, teachers and school administrators were initial contacts and have partnered in the planning from phase one, an exploratory conversation pinpointing the needs of area businesses. These partners will combine to develop industry based curriculum that will meet targeted needs of both students employability skills and employers skilled workforce shortage. Consortia will partner with local computer design professionals to develop a career pathway application. This application will provide guided curriculum pathways allowing students and parents to wisely navigate the students required course work to successful completion of the pathway chosen.

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.

The Council for Corporate & School Partnerships’ mission is to identify, create, recognize and support exemplary business and school relationships that improve the student experience in K-12 schools in the United States. Not every school is fortunate to have such a large company headquartered in its backyard, but that does not mean that every school cannot have partnerships that have a great impact on students. One critical element to keep in mind is that school-business relationships can have a powerful impact on the community. Community members and parents should play a role in the development process, since the entire community ultimately benefits from a successful partnership. Recognizing that schools are typically a focal point of every community, community leaders should be engaged and supportive of partnerships that improve the education experience. By focusing decisions about partnership activities at the local level, we can ensure the maximum involvement and success. If students or schools in your community have needs that are not being met or that are under funded, the educational experience is likely to suffer. A school-business partnership might provide a solution. Consider the type of partnership and the level of partnership that would best meet those needs (i.e. professional development, donation of goods or services, manpower, mentoring, etc.). Also consider whether attempting to meet those needs with the help of an outside source is appropriate for your students and school. Once a need has been identified, determine whether there are natural partners or resources within the community, including parents, to help meet that need. In most cases, the type of need will determine the type of partner you seek.

Interested education organizations should do some research on local businesses, focusing on what they do; whether they are already involved in community or school activities; whether they are financially healthy; and any other information that might be useful in the partnership development strategy. Also, find out if there are causes in which local businesses are interested and whether they fit with the needs of your students. For example, if a potential business partner focuses all of its partnership resources on environmental causes, you probably would not want to approach representatives of the business about a project strictly related to reading tutors. Consider whether partnering with a particular business is appropriate, and if there are any issues that would impact your community’s approval of the partnership. Also, reach out to involved parents of students in your school for ideas and relationships they have developed that will benefit the school. Finally, school officials should empower school employees, volunteers, and parents to help identify and approach potential business partners. Not all school-business partnerships have to be initiated by the principal. School staff, teachers, and the local PTA are equally aware of the needs of the school and students, and can help identify and/or seek out possible partnership opportunities. Student clubs can also be a helpful resource in this effort. Just ensure that the principal is made aware of any discussions that are taking place and is able to provide input as the partnership is developing. Positive communication and support of staff-initiated partnerships are also important. Education decision makers should also ensure that school employees are aware of the school’s core values so they seek appropriate partners.

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.

1. 100% of students will successful complete required coursework. 2. 100% of program teachers will receive industry programmed professional development to enhance skills 3. Computer Application to support Ohio Mean Jobs computer application will be developed and introduced by program schools, Northwest State Community College and partnering businesses. 4. New Career Tech courses will be partnership developed to meet industry standards of certification and employability.

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

1.100% of students will successful complete required coursework. A baseline will be developed in the initial year of the grant indicating courses taken, courses successfully completed and certificates earned by students. 2. 100% of program teachers will receive industry programmed professional development to enhance skills Data will be maintained detailing professional development offer, certified skills acquired and attendance. 3. Business Partnership/Student Pathway Computer Application will be completed by January 2018. 4. New Career Tech courses will be partnership developed to meet industry standards of certification and employability. Program will partner with all stakeholders to develop student coursework that targets needed skill level for employability to meet current high quality employment. Number of courses developed, successful completion rate and certificates eraned will be documented and reported to Leadership Team.

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

Fulton County Schools consortia and business partners believe this proposal will revolutionize school-business relationships with the purposeful outcome of an enriched student experience and a benefit to businesses by providing highly skilled employees vital to the success and growth of Fulton County economic development. All stakeholders are committed to providing this proposal with 100% effort toward success. All stakeholders will continue planning and execution of the intended programming, but at a severely diminished level. Needed training equipment, tools, and training will not be available at a level necessary to immediately provide the college/career guidance and opportunities at a level that an active, engaged, funded business/school relationship would provide.

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

a. New - Never before implemented
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.

999,600.00 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.

Object code 100: $123,685 will be utilized to provide seamless transition from the grant period to subsequent years. Selected staff will provide transitional expertise and commitment to securing the long term impact of the grant initiative. Object code 200: $53,132.50 will be incurred for all fringe benefits including, but not limited to, retirement, insurances, Medicare, federal and state taxes and unemployment compensation. Object code 400: $213,210. $70,500 Purchase service instruction will support business and manufacturing instructors who will provide student instruction on the most current high tech skills mandated by company standards. $18,000 will provide grant evaluation team services to assist classroom instruction to be elevated to the highest levels. $18,000 will develop a computer application to connect students and families to a critically needed, convenient data base that will allow student pathways to become interconnected with school business, students and family. Object code 500: $77,500 will provide classroom instructional needs including tools, calibration and measuring devices. All purchases will support student access to appropriate supplies mandated by student need and industry standards. In partnership with Northwest State Community College supplies necessary for certificated programs will be provided at each district. College/Career preparation supplies will also be provided for middle school students. Object code 600: $332,072.50 will be utilized to purchase capital to bring uniform quality of curriculum services offered that provides high-quality, engaging and critical thinking educational offerings.

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.

10,000.00 a. Sustainability Year 1

10,000.00 b. Sustainability Year 2

10,000.00 c. Sustainability Year 3

10,000.00 d. Sustainability Year 4

10,000.00 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 the 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.

Sauder Manufacturing, Worthington Industries, Wauseon Machine and Manufacturing and other Fulton County manufacturing businesses will realize eventual cost savings as a result of a reduction in the number of employees partner businesses will have to train. This will be realized due to the preparedness of graduates with the credentials those businesses have identified needing and that are aligned to, with and by Sauder manufacturing Worthington Industries and other Fulton County businesses. Machine maintenance, increased insurance costs for acquired capital, continual parent engagement, and needed program supplies will require sustaining costs for effective operation. Additional professional development may also be required as new technologies and practices are developed. The initiative is determined to keep all students involved in cutting edge highly skilled employment programs.
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.

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.

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 April 11- April 29, 2016
b. Scope of activities - include all specific completion benchmarks.
Date above is date by which all Planning Activities will be complete. Application Preparation Communication: Leadership Team engaged partners, staff & community around educational transformation. Team spent a year benchmarking/researching best practices & visiting high performing/innovative schools. After RFP released, executive leadership from each partner created the Lead Partner Team (LPT) to more deeply planned project scope and implementation. Community outreach included activities with parents, stakeholders and Fulton County Workforce Development to explore ODIS (Ohio Career Inventory Survey) career clusters to develop an understanding and interest in college/career pathways. 7/8th grade students were surveyed about their career interest.

22. Implementation (grant funded start-up activities)
   a. Date Range August-October 2016
   b. Scope of activities - include all specific completion benchmarks  
   Project Lead Team (PLT)/Managers will meet with Project Director at weekly meetings to administer project. These teams will monitor & adjust next steps based on progress. Upon award, Project Director will finalize professional learning opportunities, facilitate computer application development team and finalize planning for student internships. Construction Manager will meet bi-weekly with partners regarding individual goals. Project Director will monitor outcomes and report monthly to PLT and consortium boards. PIKE-Delta-York Treasurer & clerical staff will ensure funding is expended on time/in budget. Project Director & Treasurer will complete reporting documents according to schedule.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)
   a. Date Range August 2017 - June 30, 2023
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:

According to the Center for American Progress (2009), less than 60 percent of students entering four-year institutions earn a bachelor's degree. Barely 1/4 of community college students complete any degree within 6 years. The United States now ranks 10th in college attainment for its 25- to 34-year-old population, down from 3rd in 1991, according to the Organization of Economic Cooperation and Development. Regaining the lead in postsecondary attainment would mean, at a minimum, moving from the current 39% of Americans with postsecondary education, to 50% by 2020. A back-of-the-envelope calculation suggests an increase of more than 300,000 credentials conferred per year. 30% of Ohio graduates earn 60 college credit or Associate's Degree and 79% earn at least 1 year of college credit. The Fulton County Economic Development organization has specifically identified the definitive need for technical positions primarily in following disciplines: (1) Robotics, with vision; (2) Computer Numerical Controls (CNC); (3) Computer-Aided Design (CAD); and, (4) Programmable Logic Controller (PLC). Wauseon Machine and Manufacturing stated similar needs & the shared a concern that they lack a low security training center where the company can assess skill of potential hires and provide them with baseline training needed to succeed on the job. Northwest Ohio Business - School Partnership will bridge this gap and assure a growing work force that is highly skilled and prepared to fill this significant employment need.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

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

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 qualitative 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.

Long Term Objectives plans for outcomes to be achieved by 6/30/2018. Significantly Improve Student Achievement by planning to open a manufacturing related, career internship program. 100% of 8th graders will complete COMPASS Test and have personalized plan for college readiness. Program will have 3 career pathway options each including internships & capstone projects. 100% of staff will complete professional development. Program will have projected enrollment of 1200 students in program. All partners sign MOUs describing obligations, shared services/ programs aligned to fiscal plan. Expand availability of online/blended learning courses aligned to 3 career pathways Increased use of facility by adults to increase workforce readiness/credentials Increased perception that HS students can successfully complete significant numbers of college credits Increased number of students entering STEMS manufacturing fields/post-secondary programs upon graduation Students (high school and adult) increase access to and comfort level with online/blended learning coursework within their chosen career pathway.
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.

This grant proposal is designed to be replicated so that other districts gain from lessons learned initiate their own multi district, business/school partnership program. The grant deliverables include a handbook with applicable information informing future districts of the process necessary to build a strong business/school partnership that benefits all students. This handbook will be available at no charge for any district requesting this information. Program manager will also be available to visit sites and present program options, startup concerns, budgeting requirements and student achievement initiatives. Sample MOU documents, budget samples, courses offered, professional development offered and shared resource protocols will be available for districts to replicate this project. The start up time should be minimal, as consortia leadership will be available to provide guidance, all needed communications, course awareness and partnership collaboration model. In year two of program consortia will provide training and information to Williams, Defiance and Henry counties. Fulton County Workforce Development Coordinator and Program Manager will play a key role in replicating this business/school partnership. As new business plan expansions the program can easily incorporate this new development and plan accordingly to connect all resources to meet needs. The addition of other Fulton County manufacturing and other businesses will be very likely in the near future. Program Manager, Fulton County Workforce coordinator and Fulton County Economic Development are positioned to uniquely incorporate new businesses to meet their need for skilled employees. School leadership is committed to expanding the uniqueness of this initiative by adding new business partners.

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).

Agree Ted Haselman, Superintendent Pike-Delta-York Local Schools thaselman@pdys.org 419.822.3391 504 Fernwood Street Delta, OH 43515
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<tr>
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<td>6303 Co Rd 10, Delta, OH, 43515</td>
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<tr>
<td>Eric</td>
<td>Soltis</td>
<td>Chief Financial Officer, Pike-Delta-York Local Schools</td>
<td>Mr. Soltis will be responsible to maintain the integrity of all grant expenditures assuring they align with stated grant initiative. He will also oversee all consortia budgets.</td>
<td>Mr. Soltis has a Masters in Business Administration and holds an Ohio school treasurers license.</td>
<td>Mr. Soltis has successfully implemented Race to the Top (RtT) initiatives that effectively promote student achievement in all grades. Pike-Delta-York Local Schools is positioned to effectively and efficiently manage this project. Pike-Delta-York Local Schools Chief Financial Officer has a master of Business Administration in finance and successfully manages school-based financial operations. CFO has met with all stakeholders in preparation for the Straight A Fund grant application. A detailed explanation has been given regarding programming, expected results of grant, and reporting based upon grant assurances.</td>
<td>Master Business Administration</td>
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