

Budget

Tri-County ESC (050526) - Wayne County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (43)

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

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	71,960.00	0.00	0.00	71,960.00
Support Services		0.00	0.00	68,600.00	66,000.00	0.00	0.00	134,600.00
Governance/Admin		0.00	0.00	43,609.80	0.00	0.00	0.00	43,609.80
Prof Development		0.00	0.00	113,900.00	0.00	0.00	0.00	113,900.00
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	15,000.00	0.00	0.00	0.00	15,000.00
Indirect Cost							0.00	0.00
<b>Total</b>		0.00	0.00	241,109.80	137,960.00	0.00	0.00	379,069.80
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-379,069.80

Application

Tri-County ESC (050526) - Wayne County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (43)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Tri-County Career Connections Consortium

2. Project Tweet: Please limit your responses to 140 characters.  
Implementing dynamic and meaningful career advising programming, resulting in prepared and engaged students and increased graduation rates.  
*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				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	1745 6	1795 7	1441 8
1782 9	1790 10	1754 11	1648 12	

Year 1				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	1763 6	1780 7	1831 8
1470 9	1818 10	1826 11	1789 12	

Year 2				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	1798 6	1798 7	1815 8
1868 9	1499 10	1854 11	1862 12	

Year 3				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	1834 6	1834 7	1834 8
1852 9	1905 10	1529 11	1891 12	

Year 4				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	1870 6	1870 7	1870 8
1870 9	1889 10	1943 11	1560 12	

Year 5				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	1908 6	1908 7	1908 8

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 Connections Consortium will train more than 500 educators to integrate a relevant and robust career advising program in the regular core curriculum, for grades 6 through 12. All students impacted in the grant year will continue to benefit from the programming each year until graduation. New cohorts will be added every year, through and beyond the five sustainability years. Additionally, this program is intended to become a state model to be replicated outside our service area, potentially impacting thousands more students.

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

First and last name of contact for lead applicant

Jean Roberts

Organizational name of lead applicant

Tri-County Educational Service Center

Address of lead applicant

741 Winkler Drive

Phone Number of lead applicant

330-345-6771

Email Address of lead applicant

tesc\_jroberts@tccsa.net

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

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

Yes

No

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

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

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

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

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

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

A study by Bentley University (Jan 2014) states that 75% of employers rated incoming employees unprepared for the workforce with a lack of adequate work ethic. Many students are graduating from High School lacking career goals and a plan to get there, resulting in unnecessary college debt. Many students do not evaluate their strengths and interests in a way which will help them make appropriate education decisions. The innovation of the CCC project is its shared services and collaboration model, connecting schools to the workforce. This creates dynamic and meaningful programming, resulting in increased graduation rates and a prepared & engaged workforce. By engaging key business entities, programming will expand to include work ethic development curriculum, visits to local employers, and numerous Career Readiness events in each district. Programming will be designed by representatives from districts and from the local workforce, making the experiences relevant and meaningful

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

The Tri-County ESC began a Career Connections program in 2015 to assist partner districts in implementing the Career Advising Mandate in the ORC 3313.6020 resulting from HB 487. The ESC will work closely with their partners, the local Chambers of Commerce, Economic

Development Entities and Workforce Alliance groups in rolling out the expanded Career Connections Program for students from 18 districts in school year 2016-17. Historically, career advising programs have been relatively limited in these districts. Staff have limited knowledge of the scope of such programming; therefore, grant funds will be used to send identified staff from each district as well as the Career Connections Coordinator to the National Career Development Association Conference where they will gain knowledge of programs used nationwide, be introduced to a wide range of materials and services, and have the opportunity to network with professionals from across the country. The CCC from the ESC assists districts in the development and implementation of Career Advising programming. This includes curricula and services to accommodate the three required components of the Career Connections Framework: Career Exploration, Career Awareness and Career Advising for grades 6-12. With their partners the Career Connections staff will facilitate supplemental opportunities/events: guest speakers in classrooms; College Search education nights; FAFSA workshops; career visitation days to help the districts meet CC requirements. Additionally, events for teachers to connect with the workforce will be implemented. Forbes (January, 2012) surveyed over 1,500 employers and 18 months after hire, 46% of their new workers were discharged. 89% of those discharged were dismissed for attitude concerns. To address these concerns, the nation's ONLY certified work ethic development curriculum, "Bring Your A Game to Work" (BYAG) will be purchased for all districts. This in depth curriculum will be integrated with classroom teaching, motivating instructional change, to help make relevant connections between classroom learning and career pathways. Students completing BYAG program and earning certification showed a 30% improvement in confidence about work and a 22% increase in those who felt prepared for work (BYAG, 2015). The cost of employee turnover is somewhat hidden. You have loss of productivity, your remaining staff are at least temporarily overworked, training costs of the employee who left and new employee, and finally interview costs of time and money. It is estimated that an entry-level employee costs 30- 50% of their annual salary while mid-level employee turnover can cost up to 150% of their annual salary (Leadership & Management, 2015). The costs of this project pale in comparison to the staggering costs to business for employee turnover. District staff members will be trained as trainers for "Bring Your A Game to Work", as a sustainability measure to ensure new staff entering the district will be able to utilize the curriculum and materials. Certifying teachers in the curriculum produces organizational change in culture. While teaching the program, staff are also expected to model the habits taught by the program. High School Career Coaching training will be provided to staff from each district. Training will be developed based on the resources available to CCC districts through Naviance & Ohio Means Jobs, providing attendees the opportunity to gain knowledge about how to effectively coach students relating to career pathways. Each participant will receive a regional High School Career Coaching certification, recognized by business partners. By coming together as the Tri-County CCC, ESC staff will assist the districts in expanding on the already established framework to create impactful programming. Training & professional development will be provided to empower the districts to move forward in maintaining their Career Connections Programs into the future

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.*

-Improve graduation rate for students identified as 'at risk' as a result of Career Connections Consortium project. -Increase college/career readiness as a result of CCC project as measured by parent, student and staff surveys (Modified CAYCI survey) -Improve identification of appropriate college/career pathway with completion of career and interest inventories for all CCC students in grades 6 - 12. -Increase college and career readiness for students as a result of students earning credential from BYAG program.

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.*

Over 57% of U.S. CEO's report work ethic as very or most important education policy issue for workforce preparedness (Business Council Survey of CEO, 2006). Yet little has been done to address specific, targeted instruction and training for students and staff to provide a solution. A study by Bentley University (Jan 2014) states that 75% of employers rated incoming employees unprepared for the workforce. This can no longer be ignored. A recent Express Employment survey (Aug. 2015) of over 1500 employers showed work ethic was the most important trait when hiring a candidate; higher than job experience, references and specific skills. As educators, we need to implement this into our teaching. The Instructure employer survey (March, 2015) found 88% of managers believed new hires needed a strong work ethic to succeed, but felt only 15% of new hires possessed these traits. By engaging students in career planning, including work ethic education, we will increase college & career preparedness

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

Background Timeline: August 2015- the Tri-County Career Connections Consortium was established to develop a shared services model to implement Career Advising. August 2015 - March 2016 Career Advising Policy Development A list of materials and services necessary to implement the program in a timely fashion across 18 districts was compiled and reviewed. Partners who could expedite the implementation and produce deliverables were identified. Pilot programming for Career Connections activities began in districts. In 2015, when deciding if they should hire a Career Connections Coordinator, ESC leadership asked district Superintendents how the Career Advising Legislation would impact them. The majority responded that they did not have the staff in place and/or the funds to hire an individual to oversee the requirements of the mandate appropriately in a way which would match the intended outcomes of Career Connections programming. By creating a shared services position and hiring Jean Roberts, districts saved significantly in not hiring a full-time employee individually. In addition, by working together as a Consortium, products and services related to Career Advising activities are purchased at a significantly discounted rate. Many of these one time purchase items would not be affordable without taking this shared services and consortium approach. Grant funds are intended to jumpstart and expand upon Career Connections Programming provided by the ESC. The intent is to educate staff about local workforce successes and concerns, giving staff first hand experiences to use in making relevant connections in the classroom. Also to provide the training and resources needed to implement a work ethic development curriculum. Certifying staff in the curriculum, allowing them to train new hires in the future. The majority of these activities will not require recurring funding from districts. Since work ethic development and work readiness is of the utmost concern of local employers, our partners have committed to sustaining much of the cost for continuing the two programs in which they are involved: Career Day Field Trips for Students and the Teacher Boot Camp Class: connecting educators to hands on learning experiences in the local workforce. A local

survey completed by the Career Services office of the Wayne County Schools Career Center (WCSCC) in 2014 found that of the 42 local employers who responded, 100% thought that the principles taught by the Bring Your A Game to Work (BYAG) work ethic development curriculum were valuable. BYAG focuses 7 trainable behaviors which result in a positive work ethic: -Attitude -Attendance -Appearance -Accountability -Appreciation -Ambition -Acceptance When a pilot group of WCSCC students completed the pre-test for the BYAG curriculum, the average score was just below 60% comprehension of the materials. After completing the curriculum, the average score of the students rose to above 82%. A Nationally recognized work ethic credential is available after passing a test and receiving a score of 90% or higher. Of the senior students at WCSCC, 52% earned this credential. Since Bentley University's (Jan 2014) study states that 75% of employers rated incoming employees unprepared for the workforce and Over 57% of U.S. CEO's report work ethic as 'very' or 'most' important education policy issue for workforce preparedness according to the Business Council Survey of CEO, 2006, it is clear the implementation of this curriculum is a way to better prepare students to enter the workforce.

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).*

Formative Indicators to measure progress -Annual interest & career inventories to inform course scheduling -Pre/Post Student, staff and parent surveys on college/career readiness -Walkthrough/ observation data -Track opportunities for career & college exploration events for students in 6-12 Summative Indicators to measure progress -Graduation rates from the LRC -Results of annual student, staff and parent surveys on college/career readiness -% of students earning certification through BYAG program -Staff completing training and earning national work ethic instructor certification -Staff completing training and earning a High School Career Coaching credential The cost of implementing the CCC is \$31/student. This is possible by utilizing a shared services model. A shared services model allows us to purchase materials and services at a discounted rate. Lasting value is created in each district served by providing resources which can be used well beyond

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

ST Improve graduation rate as a result of CCC project students identified as at-risk (BL: 40%) by 10% Increase college/career readiness (CCR) measured by parent, student & staff surveys through modified CAYCI survey (BL: fall 16) to at least 70%. Improve identification (ID) of career pathway w/completion of career interest inventories for all CCC students 6 - 12 (BL:21%) to 70%. Increase CCR by exposure to additional career & college events (BL: 2/year/district) to 3/year. Increase CCR by earning credential from BYAG (BL:1%) to 25% MT Improve graduation rate by 20% Increase CCR as measured by surveys to at least 75% Improve ID of career pathway to 75% Increase CCR by exposure to CCC events to 4/year Increase CCR by earning credential from BYAG to 40% LT Improve graduation rate by 30% Increase CCR as measured by surveys to at least 80% Improve ID of career pathway to 80% Increase CCR by exposure to CCC events to 5/year Increase CCR by earning BYAG credential to 60%

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

The project leadership team will meet monthly with district leadership teams to address barriers and review relevant formative data. Annual pre/post surveys from parents, staff and students will help identify potential challenges to the project and where more support may be needed within the districts of the consortium. This will prevent a wholesale change when only one district needs support to implement with fidelity. Benchmarks have been set for short-, medium- and long-term success. As districts are identified as being "off-track" for the project goals, recalibration or additional training will be provided. This is a benefit of the consortium approach because we can leverage strategies from one district who is experiencing success with any who are experiencing struggles.

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.*

-Increase college/career readiness materials available to districts -Increase college and career readiness as a result of ALL students completing a Student Success Plan.

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.*

School districts are required to complete student success plans (SSPs) only for students identified as at risk. It was suggested that ALL students complete SSP's. Locally districts opted to only complete SSP's for at risk students due to lack of resources and staff time to effectively accomplish this. In order to complete SSP's for at risk students, a shared services delivery model allows districts to use the Career Connections program at the ESC to help accomplish this task. Currently, approximately 2% of students in the CCC have been identified to complete SSP's. The CCC expansion project will give districts the resources to complete SSP's for ALL students. A shared services delivery model allows the CCC to purchase BYAG, develop customized career pathways resources and provide career coaching professional development at a negotiated cost. If districts were to attempt to purchase any one of these on their own, the costs would be unaffordable.

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.

Ms. Roberts is currently working with districts this school year to complete SSP's for students identified as at risk. Customized SSP templates have been developed and utilized. Grant funds would enable SSP's to be completed for all students with expanded resources purchased at a discount through the CCC. These resources (BYAG, Career Coaching and Career Advising events) will enhance SSPs. The goal of completing SSP's is to engage students in their academics. When students feel in control of their course decisions, career pathways and overall educational options, we expect they will find their classroom experiences to be relevant. This relevancy is realized because students are able to connect classroom learning to an overall career goal. The Bentley University (Jan 2014) stated that 75% of employers rated incoming employees unprepared for the workforce and the Express Employment survey (Aug. 2015) of over 1500 employers showed work ethic was the most important trait when hiring a candidate; it is clear that we need to include work ethic development, soft skill understanding and additional career readiness activities into SSP's in order for them to truly be impactful for students. By including expanded career readiness resources and activities in the students 6-12 experience, we are providing them meaningful tools which will adequately prepare them for the workforce.

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.*

Formative Indicators to measure progress Student Success Plans to track College/Career Readiness Pre/Post Student, staff and parent surveys on college/career readiness Summative indicators to measure progress % of students completing Student Success Plans Results of annual student, staff and parent surveys on college/career readiness

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.*

Short Term 6/17 -Improve participation rate in SSP's as a result of CCC project involvement to 25%. -Increase college/career readiness as a result of resources provided by CCC project as measured by parent, student and staff surveys through modified CAYCI survey (baseline:fall 16) to 70% Medium Term 6/19 -Improve participation rate in SSP's as a result of CCC project involvement to 60%. -Increase college/career readiness as a result of resources provided by CCC project as measured by parent, student and staff surveys through modified CAYCI survey to 75% Long Term 6/22 -Improve participation rate in SSP's as a result of CCC project involvement by 30% Increase college/career readiness as a result of resources provided by CCC project as measured by parent, student and staff surveys through modified CAYCI survey to 80%

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

The project leadership team will meet monthly with district leadership teams to address barriers and review relevant formative data. Annual pre/post surveys from parents, staff and students will help identify potential challenges to the project and where more support may be needed within the districts of the consortium. This will prevent a wholesale change when only one district needs support to implement with fidelity. Benchmarks have been set for short-, medium- and long-term success. As districts are identified as being "off-track" for the project goals, recalibration or additional support will be provided. This is a benefit of the shared services approach because we can leverage strategies from one district who is experiencing success with any who are experiencing struggles.

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.*

379,069.80 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.*

Purchased Services: \$241,109.80 Support Services Eagle Advisor Group - \$10,500 to lead Career Coach Training. Onetime cost; \$2,500 to complete follow up Career Coach sessions \$21,600 to cover costs of substitutes while teachers receive PD. Onetime cost \$25,000 for expansion of Career Days. Recurring costs absorbed by workforce partners \$9,000 for already certified Work Ethic trainers to help teach BYAG during implementation year. Onetime cost Governance/Admin \$33,546 for external program evaluation, 10% of grant budget for evaluation services \$10,063.80 Admin costs, 3% of budget Professional Development National Career Development Conference \$77,900. Cost estimated at \$4,100/district. One-time cost Teacher Bootcamp \$30,000. One-time cost BYAG Train the Trainer \$6,000 Estimated \$3775/district. One time cost Transportation \$15,000 Costs to transport students for Career Days. Supplies: \$137,960 Instruction - Purchase Career Coach materials \$4,000. Estimated \$222/district. Onetime cost BYAG Materials \$57,960. Estimated \$3,775/district Support Services Eagle Advisor Group \$16,000 for development of Career Coach Materials \$30,000 for development costs of Local Career Advising Pathways resources to be used in CCC Districts \$20,000 for work ethic materials for 6-8 grades After the grant is complete districts will have most of the materials & resources they need to continue the BYAG Curriculum in their districts, to continue to administer Career Coaching to students utilizing the Student Success Plan (SSP). Locally developed & customized Career Path resources will introduce them to career options with local companies will be used into the future at no ongoing cost. Additionally, train the trainer and PD events will empower districts to understand the importance of CCC programming and its impact of the Prepared for Success indicator.

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.

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 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.*

There are no sustainability costs because expenses have been reallocated as a duty reallocation. District staff representatives who work with Ms. Roberts on CCC programming will reallocate their time. There are not ongoing costs to the district to continue programming. All materials will have been purchased and all PD events training district staff will be completed. In addition, staff members will be trained in a way in which they can provide training to new staff members in their own districts when they come on board.

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.*

There are no operational cost savings. Each district is reallocating funds used for salaries by adding a duty to each district contact. It is important to emphasize districts will not have to hire a full time Career Connections Coordinator. Existing staff time has been reallocated. The time reallocated to Career Connections would not be enough to effectively manage this Career Advising Mandate. However, the use of a shared services model through the CCC has made it possible for districts to implement Career Advising at a reasonable cost. Districts will not have to individually purchase materials and benefit from consortium pricing. Purchasing these materials is not financially feasible without this setup. District staff will participate in training for the delivery of the "Bring Your A Game to Work" Professional Development if each was to purchase this professional development training on its own it would be \$6000 for each district. We are providing two training options for districts to send staff members to be trained. Each district will receive curriculum materials to implement the "Bring Your A Game to Work. Additional materials and PD covered by this grant are needed but are not financially available without this program.

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.*

Each district is reallocating funds used for salaries by adding a duty to each district contact. .1FTE of the salary of the district's contact for CCC will be realigned for Career Connections duties as well as 16.05% of the benefits for .1FTE.

## D) IMPLEMENTATION

20. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members or partners.

*This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.*

Enter Implementation Team Key Personnel information by clicking the link below:

[Add Implementation Team](#)

*For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.*

*A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.*

21. Planning

a. Date Range 8/2015-4/2016

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

August 2015- the Tri-County Career Connections Consortium was established to develop a shared services model to implement Career Advising. August 2015 - March 2016 Career Advising Policy Development A list of materials and services necessary to implement the program in a timely fashion across 18 districts was compiled and reviewed. Partners who could expedite the implementation and produce deliverables were identified. Pilot programming for Career Connections activities began in districts. April 2016 - Each of the districts provided the student and financial data needed for the Straight A application and a general plan to implement was developed. A project evaluator was identified. The ESC has to develop engagement and district buy in for all instructional programs. Monthly group meetings are already held in

the ESC offices for groups: Superintendents, Curriculum Directors, and Building Principals. This allows the Career Connections consultants to address them when needed to accomplish tasks and meet deadlines or assist in removing barriers to full implementation. They will also provide additional support to their respective district leadership team. Since this is a partnership with local economic and workforce entities, Ms. Roberts is very involved in a number of workforce development organizations and holds a seat on the local Workforce Innovation Network. Schools will be strongly encouraged employers to keep Career Connections Programming as a priority. It is in their best interest, and in the best interest of our communities, that school systems take a focused and organized approach in preparing students for the workforce. Not only do our methods break down silos and connect education to workforce, they also encourage the individual districts to work together in sharing best practices and learning from one another to develop customized plans to take back to their own districts.

22. Implementation(grant funded start-up activities)

a. Date Range6/2016-7/2017

b. Scope of activities - include all specific completion benchmarks

6/2016 Districts identify district liaisons (DL) and designate individuals attending NCDA Conference Coordinator meets with ESC treasurer to review the budget categories and with the internal evaluator to outline the evaluation plan timeline and tools Coordinator reviews grant requirements and evaluation plan, and to establish a schedule for spring professional development and training. Conduct Vital Connections Teacher Bootcamp 7/2016 Arrange for A Game curriculum training and orders instructional materials. Arrange for Career Coach training and order materials 8/ 2016- 5/2017 Conduct "Bring Your A Game to Work" workshop Receive and distribute "Bring Your A Game to Work" materials Conduct Staff Orientation to Ohio Means Job Website Meet with Chamber representatives to outline plans for expansion of the fall and creation of the spring career days. Establish classroom speaker schedules and establish dates for the College and Career Readiness Speaker Series for Families for each district Contact speakers and confirm dates for districts to publish 9/2016 Review budget Quarterly evaluation review Confirm status of fall career day 10/2016 Requisition Development of Local Career Pathways Materials 11/2016 Staff orientations for Career Pathways Tools Meetings with district reps 1/2017--6/ 2017 Assist with district programs and student success plans Facilitate speakers and events Spring career day Review sustainability plans Budget & evaluation reviews Jan, Mar, June, Oct

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

a. Date Range7/2017-6/2022

b. Scope of activities - include all specific completion benchmarks

Timeline: July - September: Meet with districts to evaluate programming and plan changes if needed August - Previously trained staff members orient any new staff members to BYAG October - December: Implement programming with enhancements and/or changes January - April: Complete Career Advising events, student success plans and added enhancement activities as decided. May - June: Review parent survey data, BYAG certification results, Student Success Plan results and reports from program evaluator to determine outcomes. By 9/1/2017 and annually through project Annual parent, student and staff surveys Annual review of staff training and certifications Annual review of graduation rates for each district in consortium Quarterly through Project end 6/30/2022 Quarterly project evaluation to assess system changes and impact Quarterly review of change in culture through walk through/observation data Project Leadership Team quarterly planning to make adjustments based on evaluation Benchmarks to demonstrate success Teachers are using Bring Your A Game to Work Curriculum in Districts Students are graduating from Districts with the Work Ethic Development Credential, (meaning they passed the test over curriculum at 90% or higher) Student Success Plans are Complete by Senior Year and the appropriate Career Path is identified Communicating/coordinating project within timeline Ongoing individual meetings with districts on a monthly basis. Ongoing group meetings on a bi-monthly basis. ESC Career Connections Coordinator will give updates at group meetings held at the ESC for Superintendents, Curriculum Directors and Building Principals.

**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:

Instructional changes: Bring Your A Game to Work curriculum implemented into instruction will show the value of work ethic to students. Completion of BYAG will increase college and career readiness for students who earn the BYAG credential. Students will improve identification of appropriate college/career pathways with completion of a Student Success Plan which includes: Career Interest Inventories, Career Path identification, Learning Style inventories, Budget Planning Tool, Finding/Funding College, will assist in more informed College and Career Decisions. Organizational Changes: As a result of receiving the Nationally recognized credential to teach Bring Your A Game to Work, certified teachers will have a positive impact on building culture as they are expected to model the work ethic principles taught in the curriculum. Districts will improve graduation rate as a result of the CCC project. Since this is a partnership with local economic and workforce entities, schools will be strongly encouraged by those partners to keep Career Connections Programming as a priority. It is in their best interest, and in the best interest of our communities, that school systems take a focused and organized approach in preparing students for the workforce. Not only do our methods break down silos and connect education to workforce, they also encourage the individual districts to work together in sharing best practices and learning from one another to develop customized plans to take back to their own districts. Teachers participating in Vital Connections Teacher Bootcamp will gain hands on experience spending up to four 8 hour days with a local employer. They will learn firsthand why work ethic and soft skills are so important to employers as they prepare students to enter our workforce. The workforce partners have agreed to take on the costs to sustain career days past the grant period, showing their support of this

project.

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:

Name: Tom Fry Contact information: tomfryjr@gmail.com 10310 Carmel Dr Plain City 43604 614.218.1569 tom@dynamixllc.org

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 project team is committed to an in-depth program of research and evaluation in order to produce key information about the effectiveness of the explicit instruction and training connected to work ethic and how it relates to the student outcomes listed. A systematic research process will be employed with both an internal project team, district leadership teams and external evaluator to work on the program evaluation. The evaluation will use both qualitative and quantitative data collection and analysis. The formative and summative data will focus on the impact of work ethic instruction, training and certification on graduation rates and college/career readiness as measured by parent, teacher, and student surveys. The evaluation will use a both qualitative and quantitative methods and data. Qualitative analysis will include student and staff self-evaluations related to work ethic training, walkthrough/observations, and student, parent and staff surveys. Quantitative analysis will include data analysis of student and staff surveys, teacher training and certification on work ethic program; teacher training and certification for DiSC profile, student training and certification on work ethic program, and student participation in career exploration opportunities. The project leadership team will meet with the external evaluator at least 3 times annually to review all relevant data. Draft reports will be provided to the PLT for review before dissemination to district leadership teams and external stakeholders. The PLT will review data to ensure project is moving toward each outcome and will brainstorm potential solutions to barriers and challenges that occur. By 9/1/2017 and annually through project: Annual parent, student and staff surveys Annual review of staff training and certifications Annual review of graduation rates for each district in consortium Quarterly through Project end 6/30/2022: Quarterly project evaluation to assess system changes and impact Quarterly review of change in culture through walk through/observation data Project Leadership Team quarterly planning to make adjustments based on evaluation Ongoing formative annual evaluation submitted to the district leadership team, BOE of ESC and the ODE will continue beyond the grant period and will conclude with a summative program evaluation at the end of the 5 years for all outcomes of the project. All reports will adhere to national standards of confidentiality protecting any personal information. Project leaders will submit proposals to share progress at all state conferences and forums. Project leadership team will communicate progress quarterly to District leadership team, BOE of ESC and community. Ms. Roberts works closely with the ODE Career Connections staff to share feedback and lessons learned from Career Connections programming in an effort to help expand the initiative across the state. Ms. Roberts is passionate about Career Planning and helping any district to develop an impactful and successful program for their community. Additionally, the evaluation will consider the impact of the project as it relates to the conditions for sustainability and expansion across the state, including: Engaging community and business partners, Sharing results with local higher education partners.

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

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

The Tri-County Career Connections Coordinator is successfully delivering services to the districts in assistance to get their mandated individual Career Connections program up and running for the benefit of students in grades k-12. These services include training in document management (Student Success Plan) , introduction to and assistance in use of the Career Pathway Lesson Plans in the ODE model curriculum, orientation to and training in the use of Ohio Means Jobs for students and staff, training and assistance in administering career inventories and learning style assessments, assistance in planning and conducting FAFSA parent informational meetings, and facilitating career exploration activities/ presentation, e.g. career day visits to businesses, college speakers, classroom speakers. Once trained district staff will be able to sustain programming at the basic level as the districts will have increased capacity through staff participation in train the trainer activity for curriculum delivery and staff having been orientated to the wealth of resources provided through the Ohio Means Job website and locally developed career pathway tools. They will be able to locally deliver the inventories and assessments available through the Ohio Means Job site and effectively embed the model curriculum lessons. Ms. Roberts has worked closely with ODE Career Connections staff in implementation of Career Connections programming. She is presenting at a number of conferences to share the best practice she has developed. This programming is intended and designed to be part of a larger state model. Ms. Roberts has filmed a video to share programming and lessons learned from Career Connections in an effort to share with others. She has submitted and been accepted to present on the best practices which have been developed.

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. James J. Ritchie  
Superintendent Tri-County Educational Service Center

Consortium

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Sections

**Consortium Contacts**

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Jon	Ritchie	330-682-5811	roc_ritchie@tccsa.net	East Holmes Local	047688	6108 County Road 77, Millersburg, OH, 44654-9136	
Kip	Crain	330-669-7000X6160	kcrain@wccsc.org	WAYNE COUNTY SCHOOLS CAREER CENTER	005721	518 W PROSPECT ST, SMITHVILLE, OH, 44677	
Jon	Ritchie	330-682-5811	roc_ritchie@tccsa.net	Tri-County ESC	050526	741 Winkler Dr, Wooster, OH, 44691-1652	
Bradley	Herman	330-359-5600	tesc_bherman@tccsa.net	Beacon Hill Academy	012501	PO Box 285, Mount Eaton, OH, 44659-0285	
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Steve	Dickerson	419-368-8231	hill_dickerson@tccsa.net	Hillsdale Local	045823	485 Township Road 1902, Jeromesville, OH, 44840-9754	
John	Miller	419 994-3912	lopr_jmiller@tccsa.net	Loudonville-Perrysville Exempted Village	045468	210 E Main St, Loudonville, OH, 44842-1245	
Jon	Ritchie	330-927-7400	roc_ritchie@tccsa.net	Rittman Exempted Village	045591	100 Saurer St, Rittman, OH, 44270-1259	
Doug	Marrah	419-289-1117	domarrah@ashlandcityschools.org	Ashland City	043505	PO Box 160, Ashland, OH, 44805-0160	
David	Rice	330 264 8685	trwy_rice@tccsa.net	Triway Local	050591	3205 Shreve Rd, Wooster, OH, 44691-4439	
Jon	Ritchie	330-698-3001	roc_ritchie@tccsa.net	Southeast Local	050583	9048 Dover Rd, Apple Creek, OH, 44606-9408	
Jeffrey	Layton	330-317-5175	nrws_layton@tccsa.net	Northwestern Local	050575	7571 N Elyria Rd, West Salem, OH, 44287-9707	
Karen	O'Hare	330-435-6382	nrcn_ohare@tccsa.net	Norwayne Local	050567	350 S Main St, Creston, OH, 44217-9665	
Sandy	Stebly	330-685-6368	chip_stebly@tccsa.net	Chippewa Local	050534	56 N Portage St, Doylestown, OH, 44230-1350	

Michael	McDaniel	419-289-3313	awhj_mcdanie@tccsa.net	Ashland County- West Holmes	062042	1783 State Route 60, Ashland, OH, 44805-9287	
Judith	Robinson	330-669-3921	gren_judy@tccsa.net	Green Local	050559	PO Box 438, Smithville, OH, 44677-0438	
James	Saxer	330-828-2267	jsaxer@daltonlocal.org	Dalton Local	050542	PO Box 514, Dalton, OH, 44618-0514	

Partnerships

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**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Josh	Davies	303.433.3243	jdavies@workethic.org	The Center for Work Ethic Development		2525 16th Street, , Denver, CO, 80211	
Rodd	Welker	330.749.0909	rodd@eagleadvisorgroup.com	Eagle Advisor Group		711 Winkler Drive , Suite B, Wooster, Ohio, 44691	
Tom	Fry	614.218.1569	tomfryjr@gmail.com	Dynamix		10310 Carmel Drive, , Plain City, Ohio, 43064	

Implementation Team

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Sections 

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Dr. Tom	Fry	External Evaluator	Dr. Fry will handle project evaluation to ensure project aligns with organization's overall mission and improvement plans and reaches the grant outcomes and indicators; manage the five year process of assessing progress toward benchmarks and writing periodic reports to the district leadership team, and meeting all set deadlines of submission during the sustainability years of the Straight A grant., Dr. Fry will work closely with Ms. Roberts to ensure all project outcomes are completed on time. Dr. Fry, Ms. Roberts and the project leadership team will meet three times per year to review progress, address barriers and adjust benchmarks as data suggests will support project success.	Dr. Fry's dissertation utilized various regression models to explore the relationship between Teacher Value-Added data and Teacher screeners. Dr. Fry is affectionately known throughout professional communities as "the data guy". Dealing with people's behaviors and attitudes usually requires digging below the surface to understand the dynamics of the organization. Tom is able to look for clues that identify what is preventing change from happening, so they can determine the steps most likely to remove obstacles and bring about success. He is adept with both qualitative and quantitative analysis techniques.	He has previous experience serving as an external evaluator for other grants including two other Straight A grants. Dr. Fry is familiar with creating evaluation plans for Straight A and working with the ODE's state evaluator consultants for reporting. He has presented nationally for ACT and other organizations on using data to drive instructional decisions. Grant evaluator for several education foundations. Over 20 years' experience in K-12 education with extensive experience in grant writing and grant management as director of data, research and accountability in Olentangy Local Schools and Assistant Superintendent in Granville Exempted Village Schools.	Bachelor's: Otterbein College Master's: Ashland University Major: Curriculum and Instruction; Superintendent's License Ed. D: Ashland U	10	
Kris	Pipes-Perone	Assistant Superintendent	Oversee Ms. Roberts' performance in leading the project. Ensure CCC Districts are pleased with programming	Perone has been an Asst. Superintendent - 6 years, West Holmes Local Schools Superintendent - 7 years, Tri-County ESC Asst. Superintendent - 2 years.	Perone has overseen multiple federal grant programs, has been responsible for supervising over 330 staff members and various programs. She has experience maintaining expected assurances and overseeing multimillion dollar budgets.	Bachelor of Arts Elementary 1-8 Ohio Northern University Masters in Administration Ashland University	5	
Mary	Workman	Treasurer, Tri	Fiscal agent	-Mrs. Workman	Mrs. Workman has been	-Masters	3	

		County ESC and Wayne County Schools Career Center	responsible for ALL financial aspects of the administration of the CCC grant	has been a Treasurer/CFO for 11 years and is in his 4th year with the Wayne County Schools Career Center and 2nd year with Tri-County Educational Service Center.	a treasurer in 4 schools/ESC and has overseen expenditures/revenues in many grants. Mrs. Workman has participated in 2 different Straight A grants that are through consortiums. One is with a YEC consortium with RG Drage as well as a RAMTEC Straight A grant with Tri Rivers.	Business Administration, Ashland University Additional continuing education		
Jean	Roberts	Career Connections Coordinator	Jean Roberts will handle project oversight and partnership development, ensure project aligns with school/district's overall mission and improvement plans; manage project budget, conduct walk-throughs and observations of project implementation to continually provide formative and summative feedback for staff regarding implementation of blended instructional model. Lead will work closely with Tom Fry, Project Evaluator, as well as the Project Managers at each district to ensure all project outcomes are completed on time and within budget. They will meet regularly to review progress, address barriers and Roberts will support Project Managers in ensuring project success. Lead will facilitate school/district's Project Leadership Team that includes Project Managers. These meetings will focus on monitoring progress and reporting outcomes. Roberts will	Roberts is a Certified Work Ethic Development trainer. She has developed and implemented Career Connections programming in districts during the 2015-2016 school year. Previously, she developed and expanded upon Career Services programming (in a Career-Tech environment) to include work ethic development curriculum, drug use prevention programming and work based learning opportunities.	Roberts oversaw a Housing and Family Self Sufficiency program implemented at a local non-profit agency which was funded by Homelessness Prevention and Rapid ReHousing Dollars from HUD (Federal), Ohio Department of Mental Health and Addiction Services (State) and (Local) United Way Dollars. All of these funding sources required extensive reporting and monitoring to reach intended outcomes. In addition, Roberts has designed and implemented Career Advising programming and community development activities locally. She is a certified trainer for Bring Your A Game to Work and has taught the curriculum for over 2 years.	B.A. Bluffton University, 2007 Adult Education Teaching License, Family & Consumer Sciences	100	

			continue to reach out to new partners to provide new opportunities and experiences for collaboration for district partners and students.					
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