Budget

Wapakoneta City (044982) - Auglaize County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (18)

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

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	15,000.00	2,318.00	0.00	60,000.00	635,364.00	0.00	712,682.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	20,000.00	2,829.00	35,000.00	0.00	0.00	0.00	57,829.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	340.00	340.00
Indirect Cost						0.00	0.00
Total	35,000.00	5,147.00	35,000.00	60,000.00	635,364.00	340.00	770,851.00
						Adjusted Allocation	0.00
						Remaining	-770,851.00

Application

Wapakoneta City (044982) - Auglaize County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (18)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Project Prepare

2. Project Tweet: Please limit your responses to 140 characters.
Project Prepare introduces students to fundamental manufacturing processes to increase interest and preparation for manufacturing careers.

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	0 6	219 7	217 8
44 9	55 10	36 11	27 12	

Year 1				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	255 7	219 8
50 9	63 10	45 11	25 12	

Year 2				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	248 7	255 8
60 9	75 10	52 11	32 12	

Year 3				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	219 7	248 8
65 9	80 10	55 11	40 12	

Year 4				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	269 7	219 8
65 9	80 10	55 11	45 12	

Year 5				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	238 7	269 8

65 9	80 10	55 11	50 12

4. Explanation of any additional students to be impacted throughout the life of the project.
This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

In addition to closing the skills gap of students that are impacted at the middle school and high school level, we also have the ability to impact the current workforce. We intend to partner with Apollo Career Center, Auglaize Department of Job and Family Services, and the United Auto Workers (UAW) to offer adult education courses using our equipment at our facility during non school hours.

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

First and last name of contact for lead applicant
Keith Horner, Superintendent

Organizational name of lead applicant
Wapakoneta City Schools

Address of lead applicant
1102 Gardenia Dr.

Phone Number of lead applicant
419-739-2900

Email Address of lead applicant
hornke@wapak.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

Local manufacturers and our local economic development director indicate manufacturing employers are very concerned about the quantity and quality of current employees and future employees indicating there is a skills gap in the workforce. This skills gap is supported by data and literature nationally. The students that are considering manufacturing as a career and many in the current workforce have a skills gap. This skills gap finds employees lacking basic knowledge of the fundamental manufacturing processes which then requires an increased amount of training by employers to prepare a manufacturing employee. This skills gap presents an opportunity for school districts to prepare the next generation of workers for careers that are available, engaging, and that provide employees a level of compensation to raise families and enhance communities. However, at this time we do not have the fundamental equipment or curriculum necessary to expose students to these opportunities.

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

Our innovation is to introduce various fundamental manufacturing processes to all students in the 7th and 8th grade. We will also offer more specific coursework in the form of electives throughout a student's high school career related to fundamental manufacturing skills. Students in the 7th and 8th grade will be exposed in a manner to help them learn if they have an interest in a manufacturing or related field by learning

basic fundamental knowledge of manufacturing skills to help determine if they are interested in the manufacturing environment for the future. Examples of the possible career fields include but are not limited to engineering, maintenance technician, production worker, electrician, and business management. A student who takes all of the electives may have the opportunity to be employed in a manufacturing setting without a skills gap. The need for skilled manufacturing workers is supported widely by literature. However, at this time we do not have the fundamental equipment necessary to expose students to these opportunities in a hands-on manner. The fundamental manufacturing processes include: Pneumatics, robotics, safety, Computer Numerical Control (CNC) machining, hydraulics, electrical, or engineering. The following are the foundational pieces of equipment that are necessary to make this proposal effective: 1) An Integrated Manufacturing System Simulator with an Interactive Technical Reference Manual 2) Two table mounted CNC machines 3) Two Portable Training Simulators 4) RealWeld training welder 5) Fanuc CNC simulator 6) Erobot with 10 academic licenses 7) Allen Bradley Introduction Kit and workstation Integrating this equipment into the new curriculum will create a pathway for all students to be introduced to these fundamental manufacturing processes in the 7th and 8th grade. This will create an exposure to manufacturing that has never occurred in a traditional school setting, giving students the opportunity, at a minimum, to consider a manufacturing-related career that they were never previously exposed to. Our current educational model promotes a four year college push and while that is still our goal if it is appropriate for the student, we would also like to introduce them to other local opportunities for a career. That pathway will then continue in the form of elective course offerings throughout high school. In the end, we will provide a curriculum robust enough to permit students to leave high school and enter a manufacturing system with the knowledge and skills necessary for employment in a manufacturing setting. A non negotiable requirement to make this project effective is to have enough training available to teachers to effectively teach these skills. This will require a significant amount of ongoing training. Providing students the necessary exposure to fundamental manufacturing processes will help solve the skills gap problem and open students up to potential careers that were not previously introduced in a traditional school environment.

9. Select which (up to four) of the goals your project will address. For each of the selected goals please provide the requested information to demonstrate your innovative process. - (Check all that apply)

☑ a. Student achievement

i. List the desired outcomes.
Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

1) More students will be exposed to manufacturing processes. 2) Students who complete all the electives will be skilled enough to leave Wapakoneta High School and obtain employment in a manufacturing setting without a skills gap. 3) Adult education courses will be made available to improve the skill base of the current work force.

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.

The assumption is that the exposure to these fundamental manufacturing processes will motivate students to consider manufacturing as a career. The lack of exposure to Fundamental Manufacturing Processes and the thinking processes of traditional high schools have caused educators and parents to guide students away from careers related to manufacturing. We are assuming that teachers have the capacity to sufficiently learn through professional development and training to effectively use the manufacturing equipment.

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

The 2015/2016 school year was the first year that we offered Pre Engineering to all 8th grade students. We used curriculum from Project Lead the Way. Not only have we seen success in observed student engagement, but we have created a tremendous amount of community interest and support as our community also recognizes the skills gap problem. In our efforts to further prepare our students for tangible opportunities beyond graduation, the Wapakoneta City Board of Education has committed to hiring an additional staff member to introduce curriculum that is related to these fundamental manufacturing processes related to Science, Technology, Engineering and Math. Our elective course offerings that we will now offer are considered full for the 2016/2017 school year. This will permit us to expand the exposure of these students to manufacturing processes. There are multiple sources of literature that support the the notion that the problem of a skills gap does exist . Two literature pieces are the following: 1) According the the Deloitte Manufacturing Institute report published in 2015, "the next decade nearly 3.5 million manufacturing jobs likely need to be filled. The skills gap is expected to result in 2 million of those jobs going unfilled." Deloitte, (Giffi, C., Dollar, B., Drew, M., McNelly, J., Carrick, G., & Gangula, B. (2015)). The Skills Gap in U.S. manufacturing 2015 and Beyond. Retrieved April 6, 2016, from http://www.themanufacturinginstitute.org/~/media/827DBC76533942679A15EF7067A704CD.ashx 2) The Department of Labor indicates that "Industry experts say there's a need for workers with the right skills in manufacturing. Employers are having trouble filling jobs for machinists and maintenance technicians, among other skilled trades." Torpey, E. (2014, June). Got Skills? Think Manufacturing. Retrieved April 11, 2016, from http://www.bls.gov/careeroutlook/2014/article/print/manufacturing.htm Both our initial pilot implementation and the literature are evidence that we have tested these assumptions and led the Wapakoneta City Board of Education to commit an additional staff member to address this skills gap problem.

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).

The method of measuring all three of these indicators is outlined in question 26, but is listed below. 1) More students will be exposed to manufacturing processes. 2) Students who complete all the electives will be skilled enough to leave Wapakoneta High School and obtain employment in a manufacturing setting without a skills gap. 3) Adult education courses will be offered and the effectiveness of those courses will be evaluated.

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

Baseline data will be collected during the fall of 2016. 1) More students will be exposed to engineering skills and fundamental manufacturing processes. A pretest and posttest will be administered to all students in grades 7 and 8 and identified students in grades 9-

12 to assess their knowledge of fundamental manufacturing processes. 2) The skills gap will be reduced to a minimal amount, providing potential employees with skills necessary to reduce or eliminate the skills gap. 3) Adult classes will be offered in fundamental manufacturing processes through the JVS adult education program. Fundamental Manufacturing Processes and Troubleshooting will be able to enter the workforce in manufacturing with a reduced or eliminated skills gap.

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

We realize that things occasionally don't go as planned. We are prepared to provide additional or different training to our staff members to insure they have the capacity to instruct students on this equipment. This will be the responsibility of the implementation team to monitor and adjust throughout the life of the project.

☐ b. Spending reductions in the 5 year forecast

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

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

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

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

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

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

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

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

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

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

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

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

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

☐ d. Implementing a shared services delivery model

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

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

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

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

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

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

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

- [x] 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.

770,851.00 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.

All equipment listed for Project Prepare is needed to provide our students with the most appropriate equipment to reduce the skills gap that currently exists. The two Portable Training Simulators are essential as they are the foundational needs for exposing young students to fundamental manufacturing processes. The Integrated Manufacturing System Simulators will be the capstone piece of manufacturing simulating equipment that will provide students and adults who choose this manufacturing pathway with the experiences necessary to reduce the skills gap to permit students to leave our high school and/or enter the manufacturing setting earning a living wage. To support the use of this equipment, we need to purchase the Interactive Technical Reference System which offers detailed explanations of all parts of the Integrated Manufacturing System Simulator. The remaining equipment includes the following: Two table-mounted CNC machines will provide more fundamental experiences to introduce students to programs of computers controlling machines in the manufacturing environment. The Fanuc eRobot will introduce students to programming robots at a virtual level prior to introducing them to a real robot. The Allen Bradley Instructors kit and workstation will provide our students with experiences with the most common programmable logic controllers used in our manufacturing region. The Fanuc CNC Hardware simulator will permit younger students to experience CNC machining at a virtual level. Finally, the RealWeld ONE-PAK will provide our students with the needed and fundamental welding concepts that are vital to the vast manufacturing environments. Teacher training will be extensive initially, resulting in the request for salaries in the grant budget. Finally, curricular materials and supplies will be needed to support this project.

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.

27,500.00 a. Sustainability Year 1

27,500.00 b. Sustainability Year 2

25,000.00 c. Sustainability Year 3

22,500.00 d. Sustainability Year 4

22,500.00 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.

The additional staff member and the cost associated with that employee for this project is planned for in our five year financial forecast as a commitment from the Wapakoneta City Schools Board of Education. We have spent an estimated $800,000 in Supplies and Materials annually (line 3.040). We plan to reduce spending on other supplies and materials district-wide in order to provide funding for this project in order to make it sustainable. Our intent is to apply for vocational funding for these programs through the Ohio Department of Education. Vocational funding, at this time, is outside of the formula and will enhance our ability to address future equipment needed. We can also dedicate a small portion of a continuous permanent improvement income tax for ongoing maintenance needs as well.

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.

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.

We plan to reduce spending on other supplies and materials purchased for the District.

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 RangeMay, 2016 through December, 2016

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

In December 2015, the Wapakoneta City Board of Education committed to hiring an additional person for this program. This is being done to address the skills gap problem as outlined in the project description. In February 2016, I met with John Paradore, a United Auto Workers representative, now listed as a partner on this grant. He and I discussed the skills gap problem that exists in the current workforce and brainstormed strategies to address this issue. It was determined that an effort needed to be made to expose students in traditional schools to fundamental manufacturing processes. In April 2016, Graham Fennel, Keith Rambin, Rick Turner and Keith Horner, all members of the implementation team, traveled to Cincinnati to visit Kelly Lowry of Lowry Controls. John Paradore and Keller McGaffey were also present. There we observed the following two pieces of equipment: 1) An Integrated Manufacturing System Simulator, and 2) a Portable Training Simulator. We discussed how these pieces of equipment could enhance our curriculum and solve the skills gap problem. In April 2016, additional pieces of equipment to address the skills gap problem were identified and are included in this grant request as fundamental to a successful project. On April 26, 2016, the Wapakoneta Board of Education hired Kathan Koeller as a teacher to teach this expanded curriculum to all 7th grade students and to permit us to expand our electives in this manufacturing area at the high school. May 2016, Applied for the Straight A Grant.

22. Implementation(grant funded start-up activities)

a. Date RangeAugust 2016 through April 2017

b. Scope of activities - include all specific completion benchmarks

1) Baseline data will be collected. The Implementation Team, in consultation with the grant partners, will develop a pretest/posttest and survey. 2) Monthly Implementation Team meetings will take place with the following as agenda items. Each monthly meeting will be a specific benchmark of completion. Equipment Updates: each piece of equipment will be discussed with the following questions addressed. a. Action item review b. What safety needs do the teachers have? c. What training needs are there for each piece of equipment and how will those needs be met? d. What curricular support materials are needed for each piece of equipment? e. Where does the use of the equipment fit in the curricular map for this pathway? f. What other questions or concerns exist for this piece of equipment? g. After the equipment is in use, are there concerns about the student usage? h. Has the equipment arrived and is it ready to be used? i. What action items must take place before the next monthly meeting? 3) Quarterly Partnership meetings will take place with the following as agenda items. Each quarterly meeting will be a specific benchmark of completion. a. Action Plan Review b. Provide the partners with updates from the monthly meetings, including training needs and demonstrations of student work c. Brainstorming of ideas to enhance Project Prepare d. Brainstorming of ideas to expand partnerships e. What employers should be on the list to complete the survey regarding the effectiveness of reducing the skills gap? f. Action Plan Review

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

a. Date RangeMay 2017 through May of 2021

b. Scope of activities - include all specific completion benchmarks

1) Quarterly (In place of monthly) Implementation Team meetings will take place with the following as agenda items. Each quarterly meeting will be a specific benchmark of completion. Equipment Updates: each piece of equipment will be discussed with the following questions addressed. a. Action item review b. Has the equipment arrived and is it ready to be used? c. What training needs are there for each piece of equipment? d. After the equipment is in use, are there safety concerns about the student usage? e. Where does the use of the equipment fit in the curricular map for this pathway? f. What curricular support materials are needed for each piece of equipment? g. What employers should be on the list to complete the survey regarding the effectiveness of reducing the skills gap? h. What other questions or concerns exist for this piece of equipment? i. What action items must take place before the next quarterly meeting? 3) Semi-annual (In place of quarterly) Partnership meetings will take place with the following as agenda items. Each semi-annual meeting will be a specific benchmark of completion. a. Action Plan Review b. Provide the partners with updates from the quarterly meetings, including training needs and demonstrations of student work c. Brainstorming of ideas to enhance Project Prepare d. Brainstorming of ideas to expand partnerships e. Action Plan Review

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:

The critical organizational change is that our students will be exposed to a broad range of fundamental manufacturing processes that will provide them with enough exposure for them to consider a career in the manufacturing industry. These potential careers in manufacturing include but are not limited to the following: Maintenance Technician Engineer Safety Specialist Logistics Manager Business Management and Administration General Manufacturing Employment Adding curriculum and equipment for all students in the 7th and 8th grade will provide enough exposure to provide students with at least fundamental knowledge to consider continuing their exploration as they choose electives at the high school level. As students move into high school and as exposure grows, we will see more students interested in manufacturing careers to fill the dramatic need of manufacturing employees and also reduce the skill gap that currently exists, providing living wage jobs to productive graduates of the Wapakoneta City Schools.

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:

Keith Horner, Superintendent 1102 Gardenia Dr. Wapakoneta, Ohio 45895 419-739-2900 hornke@wapak.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 methodology for evaluation will include a pretest and posttest for all students in grades 7 through 12. An additional survey method will also be used for students who used the pathway to graduate from Wapakoneta City Schools, determining if the desired goal of creating a course pathway for students to enter the workforce in a manufacturing setting without a skills gap was met. Finally, employers will either complete an interview or a survey to determine the effectiveness of reducing the skills gap. Desired Outcomes: 1) More students will be exposed to manufacturing processes and engineering skills. a. A pretest and posttest will be used to measure how many students are currently exposed to fundamental manufacturing processes vs. how many more will be exposed as the grant is implemented. This will include knowledge of various fundamental manufacturing processes. (e.g Pneumatics, robotics, safety, Computer Numerical Control machining, hydraulics, electrical, or engineering) This pretest and posttest will be given to all students in grade 7 and 8. It will also be given to identified students who are enrolled in a course that is linked to this manufacturing pathway. b. The number of courses offered and the number of students enrolled in the courses will be monitored annually from the 2015/2016 baseline data year through the course of the grant implementation. 2) Students who complete all the electives will be skilled enough to leave Wapakoneta High School and obtain employment in a manufacturing setting without a skills gap. a. A survey or face-to-face interview of manufacturing companies, comparing students who successfully completed our program vs. a new employee or applicant of a similar background who did not successfully complete our pathway. This will be provided to identified employers annually. Employers will be identified annually by the Implementation Team, in consultation with the Partnering Team. 3) Adult education courses will be made available to improve the skill base of the current work force. a. We will track the number of adults who take the course through Apollo Career Center and survey or conduct an interview of their employers at the beginning and end of the course to determine if the skills gap was successfully reduced. Like any project, we will learn as we go and make adjustments. The Wapakoneta City Schools would be proud to share the lessons learned through the implementation of Project Prepare. This sharing can be done through professional conference presentations, site visits, or simple conversations between educational professionals.

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.

Given the capital resources, this program can most certainly be scaled-up, expanded and/or replicated by an individual district or a collaborative group of districts working together. However, this proposal is unique in that it has not been done before in a traditional school setting (vs. a Joint Vocational School) reaching a larger population of students. Given the fact that the problem, as presented, is a universal one both nationally and by the State of Ohio, this solution could prove extremely valuable to others as we attempt to reduce or eliminate the skills gap. Mass replication of this project could assist all community and state economies on a large scale basis. The Wapakoneta City Schools would be happy to share in any media source the successes and failures of this Project Prepare. This includes but is not limited to publications, conference presentations, on site visits, or simple conversations between educational professionals. Like any significant project, proper planning is essential to its success. That includes involving multiple partners from the beginning of the project through the duration of the project. This takes time, effort, and a commitment from a leader or group of leaders to make the project successful. Current plans to scale up or enhance the project include evaluating the equipment obtained, the effective use of that equipment, and ensuring the instructors have the proper training needed to teach students the curriculum using the equipment.

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).

Keith Horner, Superintendent Wapakoneta City Schools 1102 Gardenia Dr. 419-739-2900 hornke@wapak.org

Consortium

Wapakoneta City (044982) - Auglaize County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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Consortium Contacts

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

Partnerships

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Partnerships							
First Name	**Last Name**	**Telephone Number**	**Email Address**	**Organization Name**	**IRN**	**Address**	**Delete Contact**
Rick	Turner	419-998-2910	rick.turner@apollocc.org	Apollo	050773	3325 Shawnee Rd, Lima, OH, 45806-1454	
Mike	Morrow	419-739-6505	Michael.morrow@jfs.ohio.gov	Auglaize Department of Job and Family Services		12 North Wood Street, , Wapakoneta, Ohio , 45895	
Greg	Myers	419-738-6807	gmyers@whywapakoneta.com	Wapakoneta Area Economic Development Council		30 East Auglaize, , Wapakoneta , Ohio , 45895	
Kelly	Lowry	513-583-0182	kdl@lowrycontrols.com	Lowry Controls Inc		273 E. Kemper Rd., , Loveland, Ohio, 45140	
Keller	McGaffey	810-714-7630	kellermcgaffey@its-na.com	Interactive Training Systems		118 S. Leroy Street, , Fenton, Michigan, 48430	
Chad	Wilford	419-545-0555	chad@istohio.com	Integrated Systems Technologies		150 Industrial Dr., , Lexington, Ohio , 44904	
John	Paradore	419-979-3588	johnparadore@hotmail.com	United Auto Workers Community Action Program (Lima Troy)		1440 Bellefountaine Ave, , Lima, Ohio, 45804	

Implementation Team

Wapakoneta City (044982) - Auglaize County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team								
First Name	**Last Name**	**Title**	**Responsibilities**	**Qualifications**	**Prior Relevant Experience**	**Education**	**% FTE on Project**	**Delete Contact**
Kathan	Koeller	Teacher	Kathan will be responsible to teaching this content using this equipment to our 7th and 8th grade students fundamental introductory concepts.	Kathan is a licensed teacher who runs a successful business in addition to teaching as she entered the education profession late and this will be her first position.	Kathan owned her own business for seveal years and is keenly aware due to her business experience that learning truly never stops.	B.S. Wright State University,	100	
Graham	Fennel	Teacher	Graham will be an instructor using this equipment on a regular basis.	Graham is in his first years as an educator, but has the unique qualifications of being a trained engineer with a 7 - 12 teaching license in Math education. He went to school to major in engineering education. Student teaching at Van Wert High School in a math and an engineering class. Graham has been involved in the planning of this project.	Graham has been training in Project Lead the Way curriculum and has 1 year of teaching experience with the Wapakoneta City Schools.	B.S. Ohio Northern University, Engineering Education.	100	
William	Snyder	Middle School Principal	Mr. Snyder will assist in the monitoring the grant implementation.	Licensed as a Principal in the State of Ohio	1 year as principal 2.5 years an assistant principal 7.5 years as a teacher 2 years as a varisty basketball coach 7 years as an assistant coach for basketball, football, and track	BS from Capital University MS from the University of Dayton	5	
Rick	Turner	Adult Education Director Apollo Career Center	Rick will be responsible for offering the adult classes for this program on our campus during non school hours.	31 Years of experience in Career Technical Skills Training for High School and Adult Students High School Manufacturing Instructor for 18 years Tech Prep Coordinator for 3 years (Started and oversaw 3 satellite programs including Wapak 9 & 10 Grade manufacturing program) High School Career Technical Supervisor 2 years Adult Education Director 11 years Worked in Industry 6 years, including	Have successfully written and managed a variety of state and federal training grants Past Post-secondary Adult and Career Education (PACE) State President 13 Years Public Safety experience Designer of two U.S. Patents and co-owner of one U.S Patent	Masters in Educational Leadership - University of Dayton Bachelor of Vocational Education - University of Toledo Machine Shop High School Ca	5	

				Machine Shop Foreman - Ley Equipment, Van Wert, Ohio				
Scott	Minnig	Principal	Scott will assist in the monitoring the grant implementation.	Licensed Principal in the State of Ohio Licensed Teacher in the State of Ohio	6 Years as a Principal 12 Years as a Teacher 12 Years as a Coach	BS from Bluffton University Masters from the University of Dayton	10	
Angie	Sparks	Treasurer	Angie will be responsible for the fiscal accountablilty portion of the grant.	Licensed School Treasurer in the State of Ohio	Auditor with the State of Ohio for 14 years School District Treasurer for 3 years	MBA from Bluffton University BA from Bluffton University	5	
Keith	Horner	Superintendent	I will serve as the overall project coordinator and facilitator. This will include monitoring all aspect of the project.	Masters in Educational Administration	26 Years of experience 11 Years as a district Superintendent	Masters in Educational Administration	10	