

Budget

Warren Local (050500) - Washington County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (132)

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		19,200.00	3,840.00	0.00	0.00	383,250.00	0.00	406,290.00
Support Services		0.00	0.00	51,000.00	0.00	0.00	0.00	51,000.00
Governance/Admin		35,000.00	7,000.00	31,584.50	0.00	0.00	0.00	73,584.50
Prof Development		0.00	0.00	463,984.50	0.00	0.00	0.00	463,984.50
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		54,200.00	10,840.00	546,569.00	0.00	383,250.00	0.00	994,859.00
							Adjusted Allocation	0.00
							Remaining	-994,859.00

Application

Warren Local (050500) - Washington County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (132)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
CareerLinks

2. Project Tweet: Please limit your responses to 140 characters.
CareerLinks - Creating collaborative opportunities for developing career pathways in all middle and high schools in Washington County
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					
Education	Pre-K Special	K	1	2	3
4	5	6	644 7	672 8	
639 9	698 10	730 11	674 12		

Year 1					
Education	Pre-K Special	K	1	2	3
4	5	6	625 7	644 8	
672 9	639 10	698 11	730 12		

Year 2					
Education	Pre-K Special	K	1	2	3
4	5	6	593 7	625 8	
644 9	672 10	639 11	698 12		

Year 3					
Education	Pre-K Special	K	1	2	3
4	5	6	603 7	593 8	
625 9	644 10	672 11	639 12		

Year 4					
Education	Pre-K Special	K	1	2	3
4	5	6	594 7	603 8	
593 9	625 10	644 11	672 12		

Year 5					
Education	Pre-K Special	K	1	2	3
4	5	6	617 7	594 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.

No additional impact anticipated.

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

First and last name of contact for lead applicant

Kyle Newton

Organizational name of lead applicant

Warren Local School District

Address of lead applicant

220 Sweet Apple Road, Vincent, Ohio 45784

Phone Number of lead applicant

740-678-2366

Email Address of lead applicant

wl_knewton@warrenlocal.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

Washington County, located in Ohio's southeast Appalachian region, has a significant school to work transition challenge. In a survey of graduating seniors, 31% of the county's students responded that they have no definite career plan after graduation (April-May 2015). In a report titled Disconnected Youth, the research group Measure of America states, "One fundamental indicator of societal progress and well-being is how young people are faring in their transition to adulthood." The report defines disconnected youth as young adults between the ages of 16 and 24 who are neither working nor in school. Ohio's southeast region has nearly 1 in 6 disconnected youth - greater than the national average of 1 in 7 (measureofamerica.org, 2015). Too many Washington County youth leave school aimlessly: unprepared for meaningful employment and unmotivated or uncertain about how to pursue further education or training that could enhance the quality of their lives and benefit their communities.

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

The core of CareerLinks, the project designed to address the issue of disconnected students in Washington County, is based on a model that works: the Career Technical Education (CTE) system. 95.9% of students who graduate from the Washington County Career Center are engaged in some form of education, employment, military service, or advanced training in the six months after leaving school (ODE Report Card, 2015). CTE programming is at the heart of career and college readiness. By broadening CTE and making it available in middle and high schools throughout the county, this approach to education that regularly connects students to college and careers could impact all

students' perspective and future plans. By integrating a county-wide planning and share system approach, CareerLinks would develop a new structure for Career Technical Education (CTE) in Washington County that would provide the academic, experiential, and advising needed to ensure that all students move successfully through high school, into postsecondary school or training, and will ensure that students have the foundation they need to pursue their career aspirations. During the first year of CareerLinks, two external partners will provide key assessment and development assistance to the project. The Voinovich School of Leadership and Public Affairs at Ohio University (OU) and Battelle for Kids (BFK) from Columbus will: 1.) map the current career education and advising assets available throughout the county; 2.) provide an unbiased assessment of each asset's cost/benefit; 3.) assist in determining shared service solutions leading to cost savings that could be reallocated toward evidence-based solutions to students' work transition challenges; and 4.) lead planning conversations that include local employers, economic development experts, administrators, teachers, and parents from the K-12 districts, the Washington County Career Center, higher education institutions, community leaders, student leaders, and other relevant stakeholders. This same team of experts will serve as the project evaluator throughout the full term of the project, providing formative and summative evaluations of specific education-to-work initiatives that are part of the Straight A Fund investment. The various components of implementing the CareerLinks project include: 1.) providing professional development for districts at both the administrative and teacher level for creating and supporting CTE pathways; 2.) creating a credentialing process for "regular education" teachers to become CTE certified; 3.) developing new laboratory and/or course-specific workspaces; 4.) developing a middle school/junior high CTE program, beginning with the Career Connections class for 7th grade students; 5.) collaborating with institutions of higher education (IHE) partners to develop articulation agreements and college credit plus credentials for the courses, where applicable; 6.) strengthening relationships with business/industry/service employers to provide advice to the program and to create a pipeline to employment and careers for students. Expanding relationships with business/industry/service leaders is critical to the success of this project. Many "regular teachers," who will be expanding their knowledge and skills to teach in the CTE program, have little work experience outside the realm of education. Engaging members of the community as advisors and as classroom presenters will lessen the teachers' burden while ensuring that students receive accurate and timely information about job skills and expectations, required credentials, and other facets of the various workplaces they will explore. Additionally, the six districts will collaborate to establish a single advisory committee for each CTE pathway in the county. This plan is designed to improve the quality of community leader input and reduce the stress of employers who currently struggle to find six employees to serve on six different boards.

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

a. Student achievement

i. List the desired outcomes.

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

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

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

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

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

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

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

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

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

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

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.

These outcomes are expected from the effective implementation of CareerLinks: 1.) An increase in the number of currently-employed teachers who become certified to teach CTE courses, with at least 6 teachers achieving certification during the project's term; 2.) An increase of 12 CTE classes offered each year (60 for the project term) for students in grades 7-12 in Washington County's six school districts; 3.) 100% of students will take the Career Connections class by the end of their eighth grade year and will create a "backpack" at the Ohio Means Jobs site so that their continuing activities can be tracked; and 4.) At least one new lab/workspace per district - six total - will be developed to enhance students' experiential learning in CTE classes.

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.

These assumptions must be true for these outcomes to be realized: 1. a.) Current teachers have the skills and interests to re-tool their courses to meet the requirements of specific CTE pathway courses; and b.) Teachers will fulfill CTE credentialing requirements quickly. 2. a.) The new CTE career field pathways selected for the schools in the districts appeal to students' interests and b.) align with employer needs in the county, region, or state. 3.) The needed space to create the labs or new workspace can be identified and developed in each district. 4.) The staff of Building Bridges to Careers, the local organization that trains teachers how to conduct the Career Connections class, will be available to all 7th or 8th grade classes in the county. 5.) A sufficient number of employers will participate on the advisory board and in providing support to teachers with in-class sessions.

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 CareerLinks project development team has either tested the assumptions listed above or has reliable experience that supports the validity of these assumptions. Assumption 1 a: Administrators involved in this project have had discussions with teachers to share information about the process of developing courses that align with CTE pathways and to gauge their interest in re-tooling for CTE. The teachers have been enthusiastic about this new opportunity to expand their expertise to encompass CTE pathways, e.g., a biology teacher immediately saw the opportunity to design courses that fit within the Agricultural and Environmental Systems pathway; an art teacher realized that she could create visual design courses that qualify within the Arts and Communication Career Pathway. Overall, the teachers' responses have been extremely positive, with many saying that this opportunity fit well with interests they have in expanding their core courses in new directions. Assumption 1b: Administrators have explored the various methods of ensuring that teachers are appropriately credentialed as CTE teachers. They have built funds to support teacher professional development into this proposal's budget. Assumption 2a and 2b: The OU and BFK partners will conduct an assessment of the match between the current labor market needs in southeast Ohio and the educational programs available that prepare students to meet those needs. This assessment will guide administrative planning decisions, i.e., whether some current courses need to be cancelled, which courses of study need to be added, and how students' interests could be aligned with available and near-future employment needs. Although this assessment will have a strong emphasis on regional employers, responses to statewide needs and opportunities will also be considered. Assumption 3: District administrators are committed to providing the space for labs and workspaces that will be needed to make CTE effective in their schools. Funds are included in the budget of this proposal to assist with the necessary costs. Assumption 4: Building Bridges to Careers (BBC) is a partner in this proposal. With current staffing, they would be stretched to serve all middle schools in the county, but they intend to increase the staff to enable them to respond to this project's needs and expectations. Assumption 5: Several partners and consortium members have strong ties to the business community. The WCCC and the BBC, particularly, have been building significant business relationships for many years. The BBC alone has connections to 70 businesses that support education/business alliances. These business partners are highly supportive of the work that is being planned to strengthen student preparation for the world of work. Additionally, each of the school districts currently have an advisory board that includes business members. By consolidating the advisory boards from each district into a single board per CTE pathway, the burden of attendance and participation will be lessened, which is likely to increase the quality and engagement of the employer community.

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.

Instructional spending for participating districts from the 2015 State Report Cards is: Belpre City - 68.6%; Marietta City-67.0%; Fort Frye Local-63.9%; Frontier Local-56.7%; Warren Local-67.4%; Wolf Creek Local-66.2%. Each district anticipates some direct increase in the percentage of instructional spending due to the implementation of this grant, since it has direct correlation to the amount of instructional opportunities that will be provided to students through the creation of numerous career technical pathways. The grant will allow funds to be spent on supplies, equipment, and purchased services related to the pathways. These grant funds will allow districts to focus on getting the pathways in place through direct instructional spending, largely in the areas of personnel costs of individuals in direct contact with students. This direct correlation will have an expected outcome of higher instructional spending percentages reflected on the state report card.

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.

Additional indicators that would measure CareerLinks progress toward its outcomes include the following: Graduation Rates: If graduation rates, currently averaging 89.6% for the county, increase, this could indicate that more students see the relevance of staying in school, earning the basic credential of a diploma, in relation to their future employment and career goals. Senior Surveys: Responses on the county-wide senior survey, conducted in April and May of each year, will provide an indication of whether the CareerLinks is on target in reaching its desired outcomes. A data point of particular interest and significance will be student responses to this question: Do you know what your career path will be once you graduate? For the past eight years, approximately 31% of graduating seniors have responded "no" to this question each year. An increase of "yes" responses will be a strong indicator that CareerLinks is well on target to achieve its outcomes.

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

When a consortium project is developed, there is an assumption that all members will move evenly toward achieving their outcomes on time and together. The reality is often more varied. Some districts are more prepared to begin immediately and will sprint toward the goal; others may need more time in the readiness phase; others may encounter more barriers in the implementation process. To ensure continuous progress and facilitate difficult conversations, the evaluators, BFK and OU, will be a constant resource for the project. As they collect data measuring the project's progress, the evaluators will provide objective, third-party expert opinions about changes needed to ensure progress. Working with the evaluators, the implementation team will consider those elements that are not working and make necessary revisions to the projects methods or approach. This process of conducting formative evaluations annually will provide the opportunity to revise project details so that the outcomes can be achieved. In the event that an outcome is perceived to be unachievable, the implementation team will address the issue with the evaluators. If the evaluators agree that the outcome is not within the realm of realistic achievement, they will revise the allocation of time and funds to either focus on the other outcomes, or revise the plan to include a substitute outcome. In this instance, they would also contact the Straight A Fund staff and discuss their plan before implementing it.

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.

By creating a county-wide consortium to expand and increase CTE opportunities and success in Washington County's six district schools, CareerLinks is undertaking a very innovative approach to shared services and anticipates achieving these three specific outcomes during the project's term: 1.) Districts will work together to create a single, county-wide advisory board for CTE pathways. 2.) Continual, regular shared planning and implementation conversations among the superintendents and administrators of the six districts, resulting in new best practices on various levels, e.g., replicating courses at different schools, sharing teachers to enable a district to offer a specific class within a CTE pathway; and where feasible, sharing of lab or workspaces by more than one district.

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.

Assumptions that need to be true for the shared services outcomes to be realized are the following: 1.a.) District administrators and teachers are willing to be inconvenienced to travel greater distances to attend advisory board meetings. b.) Districts are willing to share their key business partners for the greater good of the whole county instead of "reserving" them as a benefit for their district alone. c.) Advisory board members whose businesses are located in one district will be able to broaden their interests beyond the local district. 2.) Superintendents and administrators are committed to working together on a regular basis to enhance CTE offerings for all students in the county.

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

The concepts of shared services and collaborative approaches are gaining traction throughout the State of Ohio. Within Washington County, the current collaborative work among the school districts presents evidence that the assumptions listed above are built on a solid foundation of continually successful experiences. Examples follow: All school districts in Washington County districts are members of the Ohio Valley Educational Services Center (OV-ESC), which affords the districts many opportunities to work together on OV-ESC organized educational endeavors, such as curriculum development, pedagogy, and fiscal management. All districts participate in sending junior and senior students to the Washington County Career Center. Each district also sends representatives from its district to serve on the Career Center's board of directors. Five of the six districts already have strong working relationships as members of the successful Ohio Appalachian Collaborative (OAC), a network of southeast Ohio districts and Battelle For Kids that is "focused on increasing aspirations and educational opportunity for rural students, leveling the playing field so that every student is prepared for success in college and careers." This Straight A Fund project would enable the five OAC member districts to extend OAC information to the sixth district member, which would contribute significantly to creating a strong, county-wide educational effort. Two districts - Marietta City and Warren Local - are already partners with Building Bridges to Careers (BBC) and are familiar with their work in recruiting mentors for the Career Connections class (7th and 8th grades) and with junior and senior career search projects in the high schools. As school districts in Washington County are learning to work together in a myriad of ways, they are also experiencing a broadening of their vision and an increase in their capacity. This expanded vision of possibilities forms an important base on which to build a platform for developing shared resources. As districts are transitioning from a stand alone or competitive to a more collaborative mindset, they have begun to see and appreciate the potential for greater benefits for all when they pursue opportunities together. The process of developing the project that resulted in the creation of this proposal has been, in itself, an example of enthusiastic sharing among the districts. The superintendents and administrators from all six districts were remarkably committed, with full participation from each district over numerous weeks of meetings. Each district has been fully engaged, quickly responsive, actively participating with ideas, questions, suggestions - and even plans for future developments beyond the grant project. Collaborating in this Straight A Fund project is a natural next step in the districts' efforts to be united in their educational service to Washington County.

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.

Indicators of progress toward achieving the outcomes would include: 1.) All-district acceptance of revised tasks and purposes for a county-

wide advisory board. 2.) Proactive interest from business partners about the county-wide advisory board and CTE development approach. 3.) Volunteer mentors from business partners willing to travel to schools outside their original district to encourage students' interest in their business line. 4.) Brainstorming sessions and other idea-sharing interactions among teachers from different districts about potential CTE courses and ways they could collaborate in developing them. 5.) Cross-district site visits between school administrators and teachers to share best practices in CTE offerings and in lab/workspace development.

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.

Data points that will be used to evaluate the success of the shared resources component will be: 1.) Number of superintendent/administrator attendees at CareerLinks meetings on a regular basis. 2.) First meeting of the county-wide CTE advisory board, and the regularity of subsequent quarterly meetings. 3.) Number of district personnel who participate in the advisory board meetings. 4.) Number of site visits between districts related to shared CTE course development, shared spaces, or other shared service matters. 5.) Completion of agreements, e.g., MOUs, shared policy statements, that clarify and enhance the extent and nature of resources that will be shared among districts.

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

The process for altering any component of this project will involve the intervention of our assessment and evaluation partners, Battelle For Kids and the Voinovich School for Leadership and Public Affairs at Ohio University. With this team's ongoing data collection and continual feedback during their assessment and formative evaluation years, CareerLinks' implementation team will have accurate information for addressing issues and decision making if any assumptions prove false. Battelle For Kids and the Voinovich also bring a wealth of knowledge of what works from a larger world view, so their recommendations would be seriously considered as alternatives if any outcomes prove to be unfeasible as outlined. Depending on whether their recommendations involve a change in approach or re-designing an outcome, the implementation team would contact the Straight A Fund staff before making strategic changes to the project's goals.

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.

994,859.00 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.

Capital Outlay: Funds are requested to provide each district with the means to develop and equip laboratory/workspace needed to enable experiential learning in new or expanded CTE courses. The total cost of \$383,250 is based upon \$18,250 per district, plus a per student factor added to the base for each district. Purchased Services includes multiple items: (1) Grant management services: \$31,584.50 (5% of grant total) for the lead district Warren Local, for grant management services. (2) Support Services - annual membership of \$2,000 per district for six district memberships in Building Bridges to Careers for three years - \$36,000 total. (3) Professional Development - \$65,000 will pay for new CTE credentialing for teachers; \$23,400 will provide support for three CTE teachers from each district to attend ACTE conference; \$9,000 will provide mileage reimbursement for CTE teachers to attend conferences or travel to schools out of district for meetings. \$31,584.50 will be paid to the Ohio Valley ESC for professional support related to grant activities. \$30,000 total is requested for marketing, communication and collaboration costs. Governance/ administration - Battelle For Kids will be paid \$300,000 to cover initial assessment, plan development and updates that are aligned to evaluation work. (Note: Voinovich School at OU will be a subcontractor with BFK.) Professional Development - Washington County

Career Center will be paid \$20,000 for providing ongoing advisory services and support for the project. The salaries line items include stipends for participating districts to use to pay key staff working on the grant - \$35,000 total. Funds to pay substitute teachers who may be needed to replace teachers attending professional development is also included in salaries - \$3,200 per district, for a total of \$19,200. The amount included in retirement and fringe benefits correlates as a percentage of the amount allocated for salaries, for a total of \$10,840.

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.

144,179.00 a. Sustainability Year 1

144,179.00 b. Sustainability Year 2

144,179.00 c. Sustainability Year 3

144,179.00 d. Sustainability Year 4

144,179.00 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.

Washington County school districts recognize that certain costs related to the grant project will require ongoing spending. Implementation of the grant includes funds related to supplies and capital outlay needed to create the classroom environments for the career pathways. The consortium calculated the sustainability costs by determining the number of pathway classes planned to be created by the grant and the number of students that will be reached. After the number of classes and students were determined, career tech spending rules were examined to accurately calculate what would be required to be spent on supplies and equipment costs. Career tech expenditures (CTE) are to be made up of only 25% personnel costs, leaving the remainder to be spent on purchased services, supplies and equipment. The costs related to supplies and equipment will additional costs added to the District's five year forecast above what is currently anticipated.

100 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.

Washington County School Districts will be using the funds during the grant year to increase the availability of career technical education pathways in Southeast Ohio. The fiscal years following the grant year (fiscal year 2017) will realize cost savings because of the grant implementation in the following ways: 1. A decrease in personnel costs, both salaries and fringe benefits is expected to be realized in the five year forecast period because of the reorganization of regular instruction courses to career technical pathway funded courses. Current personnel will be used and no new FTEs will be added, thus resulting in a cost savings in the regular instructional course offerings. 2. Professional development savings will be realized because of adopting the "train the trainer" concept during the implementation of the grant. Professional development that is learned through the grant process will continue moving forward; therefore, Districts will see a cost savings in purchased services/professional development for teachers during the five year forecast period. 3. Collaboration through the creation of the Advisory Board during the implementation of the grant will also result in the realization of cost savings. Currently many individuals from each District are required attend advisory board meetings for the approval of Career pathways, but the creation of the collaborative board will allow less individuals from each District to participate resulting in less purchased services costs during the forecast period. Courses that will be re-tooled for CTE pathways will have supply and equipment costs offset as well. Grant funding will allow for additional supplies and equipment to be purchased in the first year and these costs will have to be sustained throughout the five year period, but the shifting of course work from regular instruction to career pathway instruction will offset the costs of these items and results in a cost savings to the forecast.

0 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.

Not applicable

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 August 2016 - March 2017

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

In year one of the project, BFK and the Voinovich School (OU) will facilitate a countywide strategic planning process that will include all six districts, the Career Center, institutions of higher education, employers and community members that will map all career education and advising assets, assess their cost/benefit and determine shared services solutions leading to cost savings that could be reallocated. The result will be a countywide and community specific plan that will help more students successfully transition from school to work. An annual progress report will be completed in the four subsequent years which will inform both project evaluation and ground level implementation of shared solutions. Each district will host in-service training with teachers to explain the grant, CTE program expansion plans, and invite teachers to explore areas of interest and expertise; introduce Building Bridges to Careers program to all seventh and eighth grade teachers. Engage IHEs in the process of creating pathways for teachers to become credentialed CTE teachers. Connect with and plan create pathways for teachers interested teachers with credentialing process. Solidify plans for teacher professional development where needed for credentialing. Formalize plans for at least two new CTE pathways and courses in each school district. Submit CTE-26 applications for new programs for the 2017-18 year by spring 2017 due date. Develop initial plans for labs and workspaces needed for effective and enhanced experiential learning. Market new CTE programs to students and parents. Recruit business partners to assist in developing experiential learning components for new CTE courses. Complete written guidelines for new county-wide advisory boards. Finalize list of business/industry/service employers who will be invited to serve on the county-wide board. Hold monthly meetings of the implementation team and the superintendents of districts involved in the project.

22. Implementation (grant funded start-up activities)

a. Date Range April 2017 - September 2021

b. Scope of activities - include all specific completion benchmarks

April 2017 - August 2017 - New labs and workspaces completed in each district - Senior survey conducted in all high schools in April and May 2017; data collected and shared with implementation team and evaluators - Professional Development to create and train teachers at all levels - In-service training for 7th and 8th grade teachers in Career Connections course - At least one new Career Connections course offered in each district - At least 6 new CTE classes will be offered at the districts' middle and high schools - Administrators and teachers from each district attend the ACTE conference - CTE Advisory Board will meet regularly August 2017 - August 2021 - BFK and the Voinovich School (OU) will manage the strategic planning and evaluation functions, which will greatly enhance the effective and efficient implementation of the overall project, and provide an integrated feedback infrastructure that builds local capacity and accountability, making the project evaluation work a vital part of implementation success and not a potentially distracting burden. - Continue to recruit teachers to re-tool their classes to align with CTE pathways - At least two new CTE courses will be offered in the middle and high schools of each district annually. - At least six teachers will become CTE certified by the end of the grant cycle. (Note that each teacher is able to teach more than one CTE course.) - By the third year of the project every 7th or 8th grade student in the participating districts will participate in the Career Connections class. - Superintendents from the districts will meet every two months for progress updates, support, and problem resolution - All seniors in the district will take the Senior Survey in spring before graduation to determine increase in transition to career and college readiness - CareerLinks' process and results shared with districts beyond Washin

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

a. Date Range August 2020 - August 2022

b. Scope of activities - include all specific completion benchmarks

In the program's sixth year, the final summative evaluation will be prepared by BFK and the Voinovich School (OU), using data from surveys, district report cards, student assessments, interviews with the advisory board and district superintendents. The report will provide information on the project's attainment of its goals related to Straight A Fund Goal C: Utilization of a greater share of resources in the classroom and Goal D: Implementing a shared services delivery model. It will also compare the effectiveness of transition to work assets in the county in 2022 to the initial status report it created in 2017. During the 2021-2022 academic year, the full range of CTE programs developed during the implementation phase will be sustained by each district. The districts will be positioned to support the ongoing development or enhancement of courses through their established CTE budgets. Districts will support the ongoing partnership with Building Bridges to Careers. The Career Connections classes will be regularly scheduled in all 7th or 8th grade classes in the districts. A cadre of volunteer business personnel will serve as mentors to the students. The county-wide CTE advisory boards will be well established, meeting quarterly, and led by the committed efforts of the six district superintendents and the superintendent of the Washington County Career Center. Senior surveys will continue to be conducted in the spring before graduation and data collected will be monitored to ensure the continuing effectiveness of the focus on preparing students for transition to the world of work.

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 greatest guarantee that the benefits gained during this project will have lasting impact will be a change in the educational mindset that will occur during the five years of CareerLinks operation. Teachers, schools, and districts will be challenged to make their courses and students' school experience relevant to life. If learning is not relevant, it is not engaging. If learning is not engaging, it will not inspire students to be dynamic creators of their own future. Relevant learning will benefit not only the students; it will benefit the economic development of the county and the quality of life in Ohio's southeast Appalachian region as well. Relationships that will be built and strengthened within and among districts during this grant project will encourage the continuing flow of productive, innovative communication, interdependence, and possibility thinking among the participants. Cross-district collaboration will become the standard for the "way things are done" in Washington County. Every new project has the potential to be the springboard for more and greater projects in the future. The energy around the development and planned implementation of CareerLinks indicates that it is already acting as a catalyst for thinking new thoughts and creating even more dynamic future plans. Finally, there will undoubtedly be a long-term impact of the new style and content of student learning through new CTE courses and other project elements that prepare them for planning and pursuing their best aspirations. As students transition from school to work or college and careers, they will have a lifelong "toolbox" of skills that they can access for learning, exploration, and decision-making.

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

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

Please enter your response below:

Brad Mitchell, Ph.D. Managing Director Battelle For Kids 1160 Dublin Rd., Suite 500 Columbus, Ohio Phone: (614) 488-KIDS (5437) x121
Fax: (614) 481-8997 Email: bmittell@battelleforkids.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.

Battelle for Kids and the OU Voinovich School of Leadership and Public Affairs will manage an evaluation plan focused on four main project outcomes: a) increase the number of 7-12th grade CTE courses offered in schools; b) ensure the instructional quality of these courses; c) develop student work skills; d) ensure implementation of Ohio career connection and advising policies across all Washington County districts; and, e) secure shared services efficiencies. There are three major research questions: What is the impact of expanding 7-12th grade CTE coursework coordinated with career education, advising and pathway services on students, staff, schools and the community? What are key obstacles to full implementation of Ohio career connection and advising policies and how can they be overcome? What lessons can be learned and shared from taking a countywide and comprehensive shared services approach to career education and advising? Both quantitative and qualitative methods will be used to assess progress and measure overall impact. First, surveys will be administered over each year of the project to a random sample of participating students, teachers, administrators, parents and employers to assess program satisfaction and value. Second, one site visit will be conducted at the end of the first, third and fifth year to participating schools to assess implementation progress. Third, student data from existing data bases will be reviewed across years to explore changes and trends in enrollment, academic progress and work skill attainment. Where appropriate data will be disaggregated. Fourth, at the start and close of each project year top leadership of the project will be surveyed and participate in one focus group to assess implementation progress. Quantitative and qualitative data will be triangulated and presented in four annual progress report and one final impact report at the close of the project. Part of the project includes support for countywide strategic planning facilitated by the project evaluators BFK and the Voinovich School. The majority of planning will be completed in the first year of the project which will include a thorough map of the current state of CTE, career advising and school to work transition services in Washington County. A strategic planning implementation progress report will be completed for the four subsequent years of the project. Annual focus group and survey data of top leadership will inform the strategic plan implementation reports and the full strategic plan reports will inform evaluation work particularly related to the second and third research questions noted above. Summary Evaluation Milestones Timeline: Yr 1: Strategic Plan Report; Student and Program Baseline; Surveys; Focus Groups; Site Visits Yr 2: Strategic Plan Progress Report; Performance Data; Surveys; Focus Groups Yr 3: Strategic Plan Progress Report; Performance Data; Surveys; Focus Groups; Site Visits Yr 4: Strategic Plan Progress Report; Performance Data; Surveys; Focus Groups Yr 5: Final Strategic Plan and Evaluation Reports; Performance Data; Surveys; Focus Groups; Site Visits Project lessons will be shared through four primary ways: a) regular ODE and CTE formal and social media communication channels; b) relevant state and/or regional networks such as the Ohio Appalachian Collaborative (27 districts), CORAS (142 districts) and SOAR (125 districts); c) relevant professional associations such as Ohio ESC Association, BASA, OSBA, OEA and OFT; and, d) employer, industry and workforce development networks such as Chambers of Commerce, Ohio Means Jobs and building and trade associations.

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.

Broad scale-up is very attainable because this project offers a solution to four very relevant problems every Ohio district and community faces as they strive to improve school to work transition. Specifically, CareerLinks: 1. Provides a proven and cost effective shared services solution to the optimal implementation of Ohio's career education and advising strategies, goals, policies and resources (including OhioMeansJobs K-12 online tools). 2. Increases attainment of work and life skills particularly among junior high students. 3. Reduces number of youth age 16-24 who are not employed or not in formal education or training. 4. Optimizes CTE funding formula for in-school courses particularly in the junior high to cover CTE course costs and affiliated professional development outlined in districts' five year forecasts. The program evaluation that will be available after the completion of this project will be a valuable tool in helping other districts and communities learn from any unexpected barriers encountered during its planning and implementation phases. The likelihood for public dissemination through journal articles, and especially through statewide and national conferences, is very high. One of the project's key partners, Building Bridges to Careers, has already made significant strides in this area. CareerLinks builds on a variety of community programs in Washington County and southeast Ohio that have some meaningful traction.

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).

A letter of support and commitment signed by all the superintendents of all six district districts is attached to this application as verification of their willingness to create this consortium and participate with the Straight A Fund in this project's implementation. Kyle Newton, Superintendent Warren Local School District and Project Leader of CareerLinks, a Straight A Fund Grant Project for Washington County

Consortium

Warren Local (050500) - Washington County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Kyle	Newton	740-678-2366	wl_knewton@warrenlocal.org	Warren Local	050500	220 Sweetapple Rd, Vincent, OH, 45784-5005	
Stephanie	Starcher	740-984-2497	stephanie.starcher@fortfrye.org	Fort Frye Local	050484	510 5th St, Beverly, OH, 45715-8916	
Dennis	Eichenger	740-423-3000 x 203	bc_deichenger@belpre.k12.oh.us	Belpre City	043604	2014 Rockland Ave, Belpre, OH, 45714-1118	
Tasha	Werry	740-374-6500 x 17	twerry@mariettacsdo.org	Marietta City	044321	111 Academy Dr, Marietta, OH, 45750-8053	
Kevin	Turner	740-865-3474	turner@frontierlocalschools.com	Frontier Local	050492	44870 State Route 7, New Matamoras, OH, 45767-6149	
Doug	Baldwin	740-984-2373	wc_dbaldwin@seovec.org	Wolf Creek Local	050518	PO Box 67, Waterford, OH, 45786-0067	

Partnerships

Warren Local (050500) - Washington County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Tonya	Anderson	304-482-1366	bbccoord@gmail.com	Building Bridges to Careers		111 Academy Drive, , Marietta, Ohio, 45750	
Marsha	Lewis	740-593-9381	lewism5@ohio.edu	Ohio University	063024	HDL Center Suite 279, Athens, OH, 45701	
Christopher	Keylor	740-439-3558	Chris.Keylor@omeres.net	Ohio Valley ESC	123281	128 East 8th Street, Cambridge, OH, 43725-2355	
Dennis	Blatt	740-373-2766	dblatt@thecareercenter.net	Washington County Career Center	051698	21740 State Route 676, Marietta, OH, 45750	
Brad	Mitchell	614-488-5437 x 121	bmittchell@battelleforkids.org	Battelle For Kids	008129	1160 Dublin Rd, Columbus, OH, 43215-1052	

Implementation Team

Warren Local (050500) - Washington County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Dele Cont
Barbara	Augustine	School Counselor - Warren Local Schools	Providing academic and career counseling to students, particularly in regard to the value of participating in CTE courses based on their career aspirations.	11 years' experience serving as School Counselor at the high school level in multiple districts both in Ohio and out of state	- Served as Guidance Supervisor at Washington County Career Center providing curricular support to both career technical and academic staff including planning and providing professional development - Served as EMIS coordinator at Washington JVSD for 5 years. - Served as Curriculum Supervisor at Warren Local School District for 7 years through Washington County ESC - Worked in conjunction with State Support Team as liason for Washington County assisting with Improvement Plan development and providing professional development	- BA, Marshall University, Secondary Education - MA, University of South Florida, School Counseling	10	
Chad	Rinard	Principal - Marietta High School	Mr. Rinard will ensure that Marietta High School promotes the purposes and spirit of the CareerLinks program. He will encourage MHS teachers and administrators to consider new CTE course development, pursue CTE credentialing, and plan for new labs and workspaces to support CTE experiential learning. Mr. Rinard will work with the assessment and evaluation components of	Masters in Educational Leadership, Superintendent License, Curriculum License, Director of Teaching License	Science/Math Teacher 5.5 years Principal Frontier High 3.5 years Assistant Principal Marietta 6 yrs Principal MHS 1 year HSTW site coordinator 6 years	BS Education Math/Science certified, Masters Educational Leadership, Superintendent, Curriculum and Director of Teaching license	10	

			the project as needed.					
Andy	Schob	Principal - Fort Frye Local High School	Coordinate with teachers to implement designed curriculum Conduct observations to ensure execution of curriculum	Administration training in adult supervision	10 years self employed 6 years high school teacher with regular and special education certificates 2 years principal father of 5 successful and well adjusted children including 2 current teachers	M.Ed. Admin BS Education	10	
Ben	Cunningham	Principal - Warren Local High School	Mr. Cunningham is responsible for leading all aspects of Warren High School. He is responsible for communicating information to staff members, ensuring building goals, missions and visions are in alignment with the district. Mr. Cunningham oversees curriculum decisions and communicates these decisions to the Superintendent. He works closely with the guidance department to facilitate and oversee that pathways are developed and aligned with Ohio Department of Education guidelines. Mr. Cunningham will ensure that CTE pathways are properly coded in EMIS, by working with the district EMIS Coordinator, and that funding for CTE programing is properly allotted, by working with the district Treasurer and Superintendent. Mr. Cunningham will work closely	Mr. Cunningham has been in education for the past 17 years and is currently serving in his third year as Principal of Warren Local High School. Prior to his current position, he served as Assistant Principal and Director of Special Education with Belpre City Schools.	Mr. Cunningham has served on district implementation teams that align with grant opportunities, participated on district leadership teams, worked closely in facilitating and establishing OAC initiatives, and collaborated with Battelle For Kids.	BA - Marietta College; M.A.- Ohio University; M.A. and Ed.S. - Marshall University; Admin Certificate - Salem International University	10	

			with the Implementation Team responsible for implementing the grant. He, in coordination with the Superintendent, will guide and implement career technical pathways, so that these pathways align with grant requirements and proposals. He has a B.A. from Marietta College, an M.A. from Ohio University, an M.A. and an Ed.S. from Marshall University, and					
Dennis	Eichinger	Principal - Belpre High School	Lead contact for Belpre City School District	High School Administrator - 20 years experience Administrator CTE/CTP Comprehensive HS - 14 years experience Regional Coordinator College Tech Prep Programs - Washington State Community College Director Of Rio Grande College/University, Meigs County Learning Center - 1 year	CTE Budget/Carl Perkins Grant CTE Improvement Plan/Grade Card Program of Study/Career Clusters Secondary and Post Secondary program development and Implementation College Tech Prep programming and development of articulation agreements between High School and Community College programs CTE Student Organizations/Teacher Certification Webxam program and College Readiness Examinations	Masters of Education, Secondary Administration - Ohio University	10	
Bill	Creighton	Principal - Frontier Local High School	Encourage teachers to pursue CTE credentials. Ensure that students are appropriately scheduled into CTE courses and that all elements of the grant project are implemented at Frontier.	Mr. Creighton has been a building administrator for 20+ years. He is responsible for scheduling all grade 7-12. He is committed to helping students succeed.	Teacher, principal	Masters Degree +	10	
Tony	Dunn	Superintendent	Along with other	Mr. Dunn has	Mr. Dunn has been a	BA - Elementary	10	

		- Belpre City School District	members of our team, Mr. Dunn will be responsible for providing guidance and support for the implementation of the grant in Belpre City Schools. He will collaborate with other Superintendents from other grant districts to provide oversight for the grant. Mr. Dunn will collaborate with Belpre staff to provide direction for their implementation of the grant which will include credentialing of teachers, creation of pathways, alignment of curriculum, and enhancement of relationships with IHEs and the Washington County Career Center. He will also promote the grant to community members and Board of Education members.	experience in all facets of K-12 school operations, including the implementation of grants from a variety of sources. He holds a teaching license for grades 1-8, a school counseling license for grades K-12, and a Superintendent license in the State of Ohio	classroom teacher, school counselor, building-level administrator, and district-level administrator over my 29 years in education. He had had successful experience in all facets of the K-12 school operations.	Ed. - Northern Ky. University; Masters degree in School Counseling - Xavier University; post-grad work with several IHEs		
Kevin	Turner	Superintendent - Frontier Local Schools	Represent Frontier Local School District on the Implementation Team Ensure that students are scheduled into the career pathway in a manner leading to a transition to the career technical center.	Mr. Turner is a 30+ year superintendent. Served on the Tech Prep Board for Clark State CC and Kent State Trumbull Campus. Served on the Kent State University Tech Prep Governing Board. President Ashtabula and Preble County Chambers of Commerce. Member: Preble County Fair Board. Rotary Club President.	Mr. Turner has served on two Tech Prep Boards and the Governing Board of the Kent State University Tech Prep Consortium. He has been the Board Chair of two different Chambers of Commerce.	Masters Degree +	10	
Suellen	Coleman	Curriculum Director - Wolf Creek Local School District	Suellen will be responsible for communicating with the staff members. She will work with	Mrs. Coleman has been a member of the Race to the Top implementation team and assisted in implementing this	Mrs. Coleman was a High School Intervention Specialist for 11 years, served at the Local District Coordinator for	BA Intervention Specialist Mild - Moderate from Ohio University, MA Literacy in the Content Area	10	

			<p>the Guidance Department to ensure that the courses are aligned to the CTE Pathways as well as ensure that they are coded within EMIS to ensure that they are funded according to the purpose of the grant. Suellen will communicate with Mr. Baldwin in the planning of the Pathways to ensure that they fit within the values and the philosophy of the Wolf Creek Local School District. Mrs. Coleman will determine if the teachers are credentialed to teach the courses within the paths that are developed and communicate this to the Superintendent. Suellen will work with Mr. Baldwin to implement the grant and to purchase necessary materials to make the grant successful.</p>	<p>grant. She has served as the Collaborative Learning Practitioner through the Race to the Top grant working with Administration and the OAC on the grant implementation. She has served on many committees within the District to look at school improvement. She has knowledge on curriculum and has provided professional development to staff members</p>	<p>Special Education for 1 ? years, and is currently the High School Principal completing her second year. She has worked on grant implementation with the district for the Race to the Top Grant, the Straight A Grant, and a few classroom level grants.</p>	<p>from Walden University, Cert. of Education</p>		
Kyle	Newton	Superintendent - Warren Local School District	<p>Mr. Newton will lead this Straight A Fund project, assuming the responsibility of ensuring that all aspects of the grant plan are implemented as designed throughout the county; that the budget is applied appropriately; that planning, assessment, and evaluation</p>	<p>Mr. Newton is an experienced school administrator, teacher, and provider of professional development. He has served as a high school mathematics teacher, assistant principal, assistant superintendent, and superintendent. As a founding member of the Ohio Appalachian Collaborative as a superintendent, he has been an advocate and provider of professional development for</p>	<p>Mr. has eighteen years of education experience. This ranges from a classroom teacher to superintendent. He is also been an active member of the Ohio Appalachian Collaborative, both the Ohio Valley Educational Service Center and the Muskingum Valley Educational Service Center. Through each of these organizations, Mr. Newton has participated in the</p>	<p>BS in Mathematics, MA in Educational Leadership, additional graduate coursework to complete principalship and superintendency</p>	10	

			<p>components occur with the full cooperation of the consortium members; and that any barriers to progress in this project are addressed and resolved in a timely manner. He is responsible for fiscal oversight and will serve as the liaison between the consortium and the Straight A Fund staff.</p>	<p>Southeastern Ohio school districts. Through the OAC, he lead or been a part of the design, implementation, and sustaining of multiple Straight A Grants as well as the Straight A's predecessor, an Innovation Grant. Mr. Newton is also an active member of BASA and CORAS.</p>	<p>creation and implementation of multiple initiatives and grants.</p>			
Angela	Dunn	Curriculum Director, Warren Local School District	<p>Along with other members of the team, Ms. Dunn will be responsible for supporting and encouraging teachers in the credentialing process. She will collaborate with administration and staff in the creation of pathways, the development and alignment of curriculum, and the advancement of relationships with IHEs. Additionally, Ms. Dunn will serve with colleagues to support the facilitation of appropriate professional development opportunities, to adhere to the assurances, and to promote programming to all stakeholders.</p>	<p>Qualifications include familiarity with College Credit Plus, LPDC, federal funds, curriculum and assessment, and high quality professional development. Among many other topics, her position in the district supports Ms. Dunn's awareness/involvement in licensure, school improvement initiatives, Straight-A Grant implementation, career awareness initiatives, family involvement, and scheduling.</p>	<p>In addition to my current position of Curriculum Director, which incorporates all things curricular and instructional, Ms. Dunn's previous work experiences include a variety of school improvement initiatives: ESC School Improvement Supervisor, Regional SST OIP Trainer, School Literacy Consultant, and OPES Trainer.</p>	<p>BA/Elementary Education, Northern Kentucky University; MA/Art of Teaching, Marygrove College; Post-Grad Courses in Ed Admin., U of Dayton</p>	10	
Tasha	Werry	Director of Career Resources and Outreach - Marietta City Schools	<p>Dr. Werry will serve as the primary contact person for MCS District on the Implementation Team. She will also facilitate connections to</p>	<p>Administrative Specialist License Founder and organizer of Building Bridges to Careers, a network between businesses and schools in Washington County Created and conducted</p>	<p>Coordinator of the Race to the Top grant, Teacher Incentive Fund grant, Ohio Appalachian Collaborative grant, Young Entrepreneur Consortium grant; Facilitator of Building</p>	<p>Ed.D., Ohio University M.Ed. - Ohio University BS - Education - Ohio University</p>	10	

			local businesses, due to her significant community involvement in the business and educational communities of Washington County. Dr. Werry will lead the process for refining the senior survey and ensuring that it is completed annually.	the Senior Survey in all high schools in Washington County Member, Marietta Rotary Club Active with Marietta Area Chamber of Commerce	Bridges to Careers; District CTE and CCP coordinator; developed and managed four science-focused Martha Holden Jennings Foundation grants			
Stephanie	Starcher	Superintendent - Fort Frye Local School District	Dr. Starcher will be the lead contact for the Fort Frye School District on the Implementation Team. In that role, she will ensure the full cooperation and support of the District in the fulfillment of all the requirements of the Straight A Fund grant project.	20 years experience as an educator, 15 of which are in education administration - focuses on continual school improvement	Trainer and college professor for various organizations focused on the change process and professional learning that is similar to that embedded in this grant Administrative role in successfully implementing many grants such as Race to the Top, Ohio Appalachian Collaborative Straight A Grant, State Professional Development Grant Serve on advisory team for the Ohio Appalachian Collaborative that monitors goal attainment and provides fiscal transparency	Ed.D.	10	
Will	Hampton	Superintendent - Marietta City Schools	Responsible for overseeing all activities of this Straight A Fund grant program that will be undertaken by the Marietta City Schools District Keep the MCS Board of Education apprised of grant-funded activities, expectations, and results. Ensure that adequate progress is made in grant activities at the	Principal and Superintendent licenses	Special education teacher AP/AD and Principal Superintendent	BS in Arts, Master Degree in Special Education	10	

			middle and high schools in MCS District.					
Mary Beth	Schultz	School Counselor - Fort Frye Local School District	Assist students who are considering taking courses in the CTE program with guidance	16 years math teacher 5 years school counselor 7 years adjunct faculty with WVU-P for math and psychology Mother of current graduating senior who is transitioning to college 7 years active pastor's wife for New Heart Ministries	Assisted LDC and teacher with compilation of resources and class materials for 8th grade Career Connections Class	BS Math, MEd School Counseling	10	
Doug	Baldwin	Superintendent - Wolf Creek Local School District	Mr. Baldwin will be responsible for the implementation of the CTE Pathway Grant in the Wolf Creek Local School District. He will oversee the budget and work with the Treasurer on the purchase of items and services that fit within the scope of the grant. Mr. Baldwin will verify that the courses that fit within the Pathways are aligned with the values and philosophies of the District.	Mr. Baldwin has been a member of the Race to the Top implementation team and assisted in implementing this grant. He has lead professional discussion on items ranging from technology integration, curriculum, and formative instructional strategies to the teachers of Wolf Creek Local. Wolf Creek Local Schools is a member of a 27 District consortium known as the Ohio Appalachian Collaborative (OAC). Mr. Baldwin has been involved in this work and in working with numerous other school districts on a common grant and goal to improve education for our students.	Mr. Baldwin has 24 years in education. His experience ranges from an elementary science teacher to the current Superintendent. He has also been a High School Industrial Technology Teacher (13 years) and an Elementary Principal (7 years). He has served at the District Athletic Director for 4 years in which he had to schedule and oversee all aspects of the athletic program. He has also been a Varsity Football and Varsity Softball Coach.	BA in Industrial Technology from Ohio Northern M.A. in Education Administration from Salem International University.	10	