Budget

Berkshire Local (047167) - Geauga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (181)

U.S.A.S. Fund #:
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	0.00	0.00	0.00	0.00	158,901.00	0.00	158,901.00
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	99,720.00	15,995.00	223,958.00	8,100.00	0.00	0.00	347,773.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	99,720.00	15,995.00	223,958.00	8,100.00	158,901.00	0.00	506,674.00
						Adjusted Allocation	0.00
						Remaining	-506,674.00

Application

Berkshire Local (047167) - Geauga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (181)

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

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title:Innovative Education Project Partnership (IEPP)

2.Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Students at all levels must begin to and continue to develop skills for career and life advancement in the 21st century and beyond. To implement the goals of student achievement, spending reductions in the five-year fiscal forecast, and utilization of a greater share of resources in the classroom partnership has been formed with Berkshire Local School District stakeholders, Ledgemont Local School District stakeholders, Newbury Local School District stakeholders, the Great Lakes Science Center, Geauga Growth Partnership, OHIO Stem and TIES will work collaboratively with students and parents from Kindergarten through 12th grade, developing and applying aptitude and knowledge to real-world conditions, making children college and career ready for the 21st century. The traditional classroom is not effective for today's learners; therefore, the implementation and connections made through the Common Core State Standards will be developed through Problem/Project Based Learning and a STEM school within a school with the Innovative Education Project Partnership (IEPP) developing students college and career readiness skills. The program in particular is of great need to our area, the schools have high free and reduced populations(upwards of 39.2%), the area is rural and we do not have a high percentage of parents with college education and there is an overall high unemployment rate. We feel that providing this type of rigorous curriculum and overall preparation of students cognitive and soft non-cognitive skills(utilizing constructive critisism, social skills for the work place, independant living skills)

10764 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Dawn Nielsen

Organizational name of lead applicant: Berkshire Schools

Unique Identifier (IRN/Fed Tax ID): IRN - 047167 Fed Tax ID - [redacted]

Address of lead applicant: 14259 Claridon Troy Road, Burton, OH 44021.

Phone Number of lead applicant: (440)834-2058

Email Address of lead applicant: dawn.nielsen@berkshireschools.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Julie Ramos

Organizational name of secondary applicant: Ledgemont Local Schools

Unique Identifier (IRN/Fed Tax ID): [redacted]

Address of secondary applicant: 16200 Burrows Road Thompson, Ohio 44086

Phone number of secondary applicant: (440) 298-3341

Email address of secondary applicant: julie.ramos@geaugaesc.org

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Great Lake Science Center 601 Erieside Ave Cleveland, OH 44114 (216) 694-2000 Rob Robertson Geauga Growth Partnership 12373 Kinsman Rd #106 Newbury, OH 44065 (440) 564-1060 Teachers for Tomorrow Garth Holman email: garth@teachersfortomorrow.net Skype: Teachers4Tomorrow or GarthHolman Ohio STEM Dr. Debbie Jackson Co-Director, Northeast Ohio Hub 216-687-3753 d.jackson1@csuohio.edu Teaching Institute for Excellence (TIES) AMANDA JOHNSON Fab Team Project Support | TIES Teaching Institute for Excellence in STEM e: amandajohnson@tiesteach.org | m: 440.796.3087| www.tiesteach.org Newbury Local Schools 14775 Auburn Rd Newbury, OH 44065 (440) 564-2281 Ledgemont Local Schools 16200 Burrows Road Thompson, Ohio 44086 (440) 298-3341 Geauga County Educational Service Center 470 Center Street Building 2 Chardon, Ohio 44024 - Phone 440-279-1700

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Great Lakes Science Center will - provide continual support and initial training for the teachers in Project/Problem Based Learning and STEM. Great Lakes Science Center is a leader in teacher training in the area of STEM. With MCsquared on site and their highly trained staff they are able to provide cutting edge training, field trips, demonstrations and teacher to teacher support. OHIO STEM will -provide continual support and initial training for the teachers in Project/Problem Based Learning and STEM. This organization works with districts across the state to aid in the initial implementation of STEM programming. They will work with the consortium to provide training and support to ensure our program is implemented with fidelity. Newbury Local Schools and Ledgemont Schools will -provide teachers to staff the school within a school STEM model. The staff selected to work in the STEM school with in a school model will be members of the same training groups as Berkshire staff. Newbury and Ledgemont administration will assist with coordinating future trainings and grant writing. Both districts want to be able to offer their students a high rigor curriculum for the highest rate of success after graduation. Geauga Growth Partnership will provide further assistance with; - Equipment failure in the FABLAB and work cooperatively with students to train them in how to fix the equipment so that its sustainability is maintained for future use. They will provide internships to our students in the community and work directly with our teachers to develop units that work on specific skills that need to be developed in our community to increase local employability after graduation. Geauga Growth has supported Berkshire Schools by offering internships to students in their area of career interest and driving career exploration/21st century skills development in our district by providing funds for Career Locker, support to teachers and sessions with Berkshire students throughout the school year. Teaching Institute for Excellence (TIES) will -work with our district to develop our FabLab,install the FabLab, provide training and work with the consortium to meet the needs of the STEM district wide program and develop skills specifically for the numerous industries located within Geauga County, Ohio throughout the 2013/2014 and 2014/2015 school year. Geauga County Educational Service Center will -provide hands on coaching support throughout the school year to ensure the implementation of the project is maintained with high fidelity. To insure sustainability, the GCESC will work with Newbury, Ledgemont and Berkshire to secure grants for future equipment purchases, training and program development. Geauga County provides a tremendous amount of expertise in the area of STEM/P-16 and higher education and career technical training. Their knowledge will help our teachers develop units that are aligned to the learning standards, rigorous and prepare students for employment opportunities within Geauga County, Ohio

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

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- [x] Student achievement
- [x] Spending reductions in the five-year fiscal forecast
- [x] Utilization of a greater share of resources in the classroom

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

- [ ] New - never before implemented
- [x] Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- [ ] Mixed Concept - incorporates new and existing elements
- [ ] Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Phase One: The Superintendent(s) and Director(s) of Curriculum are recruiting teachers with an interest in the areas of Science, Technology, Engineering, and Math (STEM) and Project/Problem Based Learning (PBL). Berkshire Local School District currently has a total of four (4) volunteers from all the districts in the consortium that would like to lead projects in the areas outlined above. Ledgemont School District is currently in the process of recruiting lead teachers for STEM and PBL development. The goal is to blend teaching staff to maximize our resources for long-term, school-wide developments and shared resources. Phase Two: Berkshire Local School District is committed to sending a cohort of teachers to the 21st Century K-12 STEM FabLab (other districts' teachers are encouraged to attend), which is composed of four (4) session programs through the Great Lakes Science Center (GLSC). Teachers will learn how to utilize the equipment in a FabLab (laser cutters, vinyl stampers, etc.) and will ultimately develop year long units through the spring/summer PBL programs/courses. Students will create products for projects that connect to the Common Core Curriculum. The lead teachers will then work with all elementary teachers in the Berkshire district and any other districts willing to take part during Professional Learning Committee (PLC) meeting time to develop a unit that incorporates the learning standards required in the curriculum, while solving a problem(s) from, with and for a local area business(es). A partnership is formed. Teachers and students will then complete a capstone project during the month of March in the FabLab; the product will be the student's or team's solution to the problem posed by the local company. It will then be tested and an overall evaluation of the product/outcome will be assessed by the partnering company. This authentic assessment enables teachers to instantly assess their students' understanding of the standards and their application to the problem through the rating and success of their creation. Phase Three: During the summer of 2014, Berkshire will provide school-wide training for all teachers including the teachers who have chosen to participate from the Newbury and Ledgemont districts in the area of PBL strategies and teaching without a textbook. Teachers will learn how to develop cross-curricular activities while having students apply 21st century cognitive and noncognitive skills to the learning and application process. We will partner with area businesses to have contests on solution development that will be weaved throughout the curriculum with application to the standards covered. At the high school level, a team of teachers from Berkshire and Ledgemont and Newbury will create a school within a school following the STEM model. A team of teachers will be trained by Great Lake Science Center. The discovery lab and a large empty resource room at Berkshire will be converted into two (2) STEM learning labs. Students will be accepted from Berkshire and surrounding Geauga County districts through an application process. During the 9th and 10th grade years, the students will follow the project based units combined with with common core. They will work with specific area business sponsors on project based solutions that relate to the curriculum and a high area of need within the selected industry. Geauga Growth Partnership will aid in facilitating these partnerships and helping teachers with their project based unit development. During the 11th and 12th grade years, students will take the final remaining course credits and complete their internships at local area businesses in their areas of interest. These internships will refine the students skills in that field making it possible for them to be highly skil

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Currently a portion of our CCIP funds, Improving Teacher Quality, are supporting the training of the teachers for the FabLab, the renting and use of the mobile Fablab through Great Lakes Science Center and the initial training of the teachers that will staff the STEM school within a school model. The Innovative Education Project Partnership (IEPP) meets each of the goals because students will be entrenched in real-world scenarios with hands on learning from K-12 (student achievement). Because of the partnerships formed and the collaboration that occurs, utilization of a greater share of resources between districts and local businesses in the classroom will transpire. With the award of this grant we will be able to provide the training to the teachers and provide students with a 21st century FabLab that will give us the tools to make Berkshire Schools an innovative service model for Geauga County, to prepare students for 21st century skills and allow them to be highly skilled and marketable after graduation.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

The project will be sustainable through the open enrollment funds recieved to Berkshire Schools through student enrollment from the neighboring districts.Looking over the projection the project will be able to recoup all costs within two years and going forward will be able to sustain all training, equipment and salary costs associated with the program. This is the only program of its type in the county and would bring great rigor and increased job skills in the industry rich County of Geauga.

14. What is the total cost for implementing the innovative project?

506,634.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

$99,720 to pay for additional salaries due to the fact that preliminary training will be conducted prior to the start of the school year. This covers all of the teachers in Berkshire plus the additional four teachers from Newbury and Ledgemont for a total of 78 teachers. $15,955 will be needed to pay teacher benefits during the training period of the 78 teachers. $223,958 will be used to for professional development and the training of staff(This is to cover Great Lakes Science Center, TIES, Teachers for Tomrrow and OHIO STEM service cost) for all 78 teachers. $8,100 will be needed for supplies for the teachers to being teaching Problem and Project Based units for all 78 teachers $158,901 to purchase equipment through TIES for the FabLab that will be housed at Berkshire High School. There is currently space available at our district with appropriate ventilation and electrical requirements.

15. What **new/recurring costs** of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

28,230.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

$2,000 for salaries, $360 for benefits to cover subs needed during the school year during professional development training. $7,000 is allocated for purchase services, $5,000 will be used to market the program to surrounding area and $2,000 will be used for ongoing professional development. $10,000 will be allocated to ongoing supply costs and finally $2,000 will be allocated for additional capital outlay. These reoccuring costs will be covered through the enrollment dollars and future grants that will be applied to the program.

16. Are there **expected savings** that may result from the implementation of the innovative project?

50,000.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

With the addition of the training from Teaching Without a Textbook the district will save overall approx $50,000.00 by longer providing full textbook adoptions. With our current globally connected and ever connected world, our textbooks are not able to keep their content relevant and based upon the most recent research. Our students need the most up to date information presented to them to be prepared and successful beyond high school. Through the delivery model of problem/project based learning and teacher development we will be able to insure that our students are receiving the most relevant information in the classroom.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The program will sustain itself on the open enrollment dollars generated by this program. It is forecasted that 57 additional students outside of the consortium bill attend the school in the first year. These numbers will increase each year to 69 - FY16, 80 - F17, 91 - FY18, 103 - FY19. The amount per child is 5600.00

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 10/18/13

* Narrative explanation

The Superintendent(s) and Director(s) of Curriculum recruit teachers with an interest in the areas of Science, Technology, Engineering, and Math (STEM) and Project/Problem Based Learning (PBL). Berkshire Local School District currently has a total of four (4) volunteers from both buildings who would ike to lead projects in the areas outline above. Ledgemont School District is currently in the process of recruiting lead teachers for STEM and PBL development. The goal is to blend teaching staff to maximize our resources for long-term, school-wide developments and shared resources. At the outset and as presently planned, Berkshire Local School District will send a cohort of teachers to the 21st Century K-12 STEM FabLab (other districts' teachers are encouraged to attend), which is composed of four (4) session programs: October 18, November 8, November 12, and December 6, 2013. PBL 101 and 102 and PBL 201 and 202 are also courses offered through the Great Lakes Science Center (GLSC) in the upcoming spring/summer. Teachers will learn how to utilize the equipment in a FabLab (laser cutters, vinyl stampers, etc.) and will ultimately develop year long units

through the spring/summer PBL programs/courses. Students will create products for projects that connect to the Common Core Curriculum. The plan between districts is to continue to support this through hosting additional waiver days in the second semester. Great Lake Science Center will provide introductory training to all staff regarding PBL. We will have our current teachers in FabLab training become coaches/facilitators to develop an elementary level unit that will be carried out across Ledgemont, Berkshire and Newbury in March with a capstone project in the mobile FabLab. The Geauga Growth Partnership will work to pair our districts with a local business to co-sponsor this event. Parents, community members, board members, business owners will be encouraged to come in during FabLab week to learn more about the project, how the equipment works and help teachers and students in the development of the Capstone project.

Implement (MM/DD/YYYY): 03/01/2014

* Narrative explanation

Teachers and students will complete a capstone project during the month of March in the FabLab; the product will be the student's (or team's) solution to the problem posed by the local company. It will then be tested and an overall evaluation of the product/outcome will be assessed by the partnering company. This authentic assessment enables our teachers to instantly assess their students' understanding of the standards and their application to the problem through the rating and success of their creation. During the summer of 2014, Berkshire will provide school-wide training for all teachers(including the teachers who have chosen to participate from the Newbury and Ledgemont districts)in the area of PBL strategies and Teaching without a Textbook. Teachers will learn how to develop cross-curricular activities while having students apply 21st century cognitive and non-cognitive skills to the learning and application process. Our current instructors for this endeavor are Great Lakes Science Center, OHIO STEM, Teachers for Tomorrow and TIES. We will partner with area businesses to have contests on solution development that will be weaved throughout the curriculum with application to the standards covered. At the high school level, a team of teachers (currently, Berkshire and Ledgemont and Newbury) will create a school within a school following the STEM model. A team of teachers will be trained by Great Lake Science Center. The discovery lab and a large empty resource room at Berkshire will be converted into two (2) STEM learning labs. TIES will work directly with Berkshire Staff, all consortium administration/teachers, parents, board members and Geauga Growth Partnership to refine the equipment that will be placed in the FABLab to insure that students will be able to be competitively employed in the Geauga County. There are two large spaces(one is a lab) that have not been utilized because of enrollment declining at the Berkshire High School that will be converted into the FABLab classroom and lab. TIES will be able to order, install and train all staff on the use of the equipment. For all after school training we will utilize the new application of minutes of instruction through a Memorandum of Understanding, currently with the minute allotment our district will have numerous days of professional development available. We will train all teachers in the Berkshire district during the month of August on PBL and teaching without a textbook. The school within a school STEM teachers selected from Ledgemont, Newbury and Berkshire will begin their project based learning through Great Lakes Science Center in the Spring of 2014, they will also participate in the August 2014 PBL/Teaching without a textbook training in August and will be trained on all FABLab equipment through TIES in August of 2014. Students will be accepted from Berkshire and surrounding Geauga County districts through an application process that will be developed by the three participating districts, school board, parents, community members and participating teachers. During the 9th and 10th grade years, the students will follow the project based units combined with common core. They will work with specific area business sponsors on project based solutions that relate to the curriculum and a high area of need within the selected industry. Geauga Growth Partnership will aid in facilitating these partnerships and help teachers with project based unit development. In the 11th and 12th grade years, students will take the final remaining course credits and complete their internships at local area businesses in their areas of interest. These internships will refine the students skills in that field making it possible for them to be highly skilled and marketable in a field in their home area. Geauga Growth Partnership will facilitate internship sites and placements in partnership with the consortium. All partnerships; will be providing on-going PD in 13/14.

Summative evaluation (MM/DD/YYYY): 08/01/014

* Narrative explanation

Upon completion of the school year/program, a necessary overall reflection and evaluation of the program must take place. Therefore, summatively, the Innovation Education Partnership Program (IEPP) will be evaluated on its implementation success through data (quantitative and qualitative) gathered and compared from 2013-2014 to the results of Next Generation Assessments (2014-2015) to validate that Ohio's students are ready for the rigor of college and career: PARCC, OAA, and OGT. Additionally, qualitative feedback will be provided from all stakeholders (Business Partners, School Administrators, Teachers, Parents, and Students) through administered surveys. All members of the consortium will have input for validity and reliability. This data will provide for reflection on the necessary pieces of re-evaluation for future improvement and fidelity on, of and for the IEPP. This will be completed on a yearly basis. We will hold community meetings when developing the STEM school within a school model and going forward community meetings when making any adjustments to programming. We feel that our stake holders; Business Partners, School Administrators, Teachers, Parents, and Students are the key to the programs success.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The Berkshire Schools will become a leader of innovative teaching practices in the Geauga County area through the Innnovative Education Partnership Program that will be available to all students in Geauga County. This program develops partnerships with many great professional development providers and Geauga Growth Partnership, which will enable our students and teachers to have full community investment into the paradigm shift in teaching. Our teachers will learn to develop cooperative learning environments that will develop students understanding of learning standards, 21st century skills, soft non-cognitive skills and provide integrated instruction across all content areas K-12. Students will be engaged in interest/activity based learning that will allow them to utilize the design principles to learn and apply the content standards and college/career readiness skills starting in Kindergarten and continuing through graduation. Our students will be examples of quality education and dedication to improved student achievement through effective instruction.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

Through the research of Koldener(2003), Satchell and Loepp(2002), Meyrick(2011) and the rankings developed through USANews. All of their evidence points to the fact that STEM education is effective in increasing overall student achievement. This is evident in Ohio through the Akron Public Schools, Plain Local Schools and MC2squared (Cleveland Metropolitan schools), that students are increasing in their ability to achieve, apply their skills successfully at an internship and are ready for college or a career of their choice after graduation. When students learn in a cooperative learning environment that embraces integrated instruction, unit development that has student interest in mind, project based learning that incorporates 21st century skills and the design principles, all evidence points to higher levels of student learning and achievement. In order to provide such programming, the three districts (Berkshire, Ledgemont, and Newbury) will work together to share teaching staff and resources. Any one of the districts could not afford this type of programming individually, but with a consortium developed we are able to support the Innovative Education Partnership Program that will provide student across Geauga County with new and innovative programming. With a sharing of resources, partnerships, the income of open enrollment funds and the elimination of full textbook adoptions we will reduce spending and increase our revenue which will enable our program to be self sustaining upon implementation.

21. Is this project able to be replicated in other districts in Ohio?

☐ Yes ☑ No

22. If so, how?

n/a

23. Describe the substantial value and lasting impact that the project hopes to achieve.

The Innovative Education Project Partnership will have substantial value and lasting impact on the stakeholders in Ohio due to the hands-on problem/project based learning curriculum and the STEM model school within a school model that develops real-world, college and career ready skills. With the large manufacturing industry in Geauga County that requires highly skilled workers to continue to grow, we need to prepare our students for employment that would be immediately available to them following successful graduation.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Our goal of this project is to have Berkshire be the leader in Problem and Project based learning in Geauga County, OH. With our rural area, high poverty rate, high unemployment rate our students need real 21st century skills to be able to succeed in todays job market. Geauga Growth Partnership was developed to help build capacity for skilled employees in our county. We have so much untapped talent, ability and we want to be able to provide a venue for all students in the county to take advantage of this rigorous curriculum. Currently some of our schools are in financial distress and they are not able to think of being able to offer this type of curriculum to their students, with the consortiums and partnerships developed and grant fund available, we are able to offer this to the students in Geauga County. Our goal is that we will have a higher rate of graduation, more students beging employed out of high school and or attending a college/trade school. What is so difficult to measure is the confidence our students will have in themselves and their abilities to be great contributors in the community when given the chance to learn with curriculum that is relevant to them and our current world. How proud our community will be to have high accomplishing students and parents wanting to become more involved in the school and their childs future. The school will not be like the one they attended, it will be engaging, challenging in a postive way and be connected to the child, family and community.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

Formative and summative evaluation throughout the project will impact the concepts, strategies, and approaches used. During each phase, all stakeholders will be assessed for the effectiveness of the program through surveys as well as observation. Furthermore, diagnostic testing is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment of college and career ready skills learned. Teachers will therefore formatively assess the students throughout their learning process. Upon completion of the school year/program, a necessary overall reflection and evaluation of the program must take place. Therefore, summatively, the Innovation Education Partnership Program (IEPP) will be evaluated on its implementation success through data (quantitative and qualitative) gathered and compared from 2013-2014 to the results of Next Generation Assessments (2014-2015) to validate that Ohio's students are ready for the rigor of college and career: PARRC, OAA, and OGT. Additionally, qualitative feedback will be provided from all stakeholders (Business Partners, School Administrators, Teachers, Parents, and Students) through administered surveys. All members of the consortium will have input for validity and reliability. This data will provide for reflection on the necessary pieces of re-evaluation for future improvement and fidelity on, of and for the IEPP.

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

"I Accept" Dawn Nielsen, Director of Special Education and Curriculum 10/24/13