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A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Columbiana County Schools inspire, innovate, and invent (Inspire)

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.

3. Project Inspire will provide an increase in shared STEM resources and raise student achievement in the classrooms of the Columbiana County Consortium high schools through an emphasis on teaching and learning critical 21st century skills: creativity and innovation; critical thinking and analysis; research; identifying and solving authentic problems; working together as a team to attain a common goal; communicating effectively orally and in writing (21st Century Skills). The innovative program, INVENTOrcloud (IC), in partnership with Youngstown State University STEM College, AST2, and The Mahoning Valley Manufacturers Coalition, will expand STEM opportunities to nine county high schools, as students work to improve 21st century skills by employing design, production, and iteration. A Project Lead the Way (PLTW) Biomedical Science magnet high school, in partnership with Kent State Health Services Department and Salem Community Hospital, will provide access to additional health science partners resources in a shared service model through collaborative critical thinking and creative, innovative problem solving with a CCES problem-project based curriculum.

4. Lead applicant primary contact: - Provide the following information:
   - First Name, last Name of contact for lead applicant: Willard G. Adkins
   - Organizational name of lead applicant: Columbiana County career and Technical Center
   - Unique Identifier (IRN/Fed Tax ID): N/A
   - Address of lead applicant: 9364 State route 45, Lisbon, OH 44432
   - Phone Number of lead applicant: 330-4249561
   - Email Address of lead applicant: willard.adkins@ccctc.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, last Name of contact for secondary applicant: N/A
   - Organizational name of secondary applicant: N/A
   - Unique Identifier (IRN/Fed Tax ID): N/A
   - Address of secondary applicant: N/A
   - Phone number of secondary applicant: N/A
   - Email address of secondary applicant: N/A

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.

Columbiana Exempted Village: IRN: 045328 Superintendent Don Mook, 700 Columbiana-New Waterford Rd. Columbiana OH 44408 don.mook@columbianaoschools.org 330-482-5532 Crestview Local School: IRN:046363 Superintendent John Dilling, 44100 Crestview Rd. Columbiana OH 44408 jalling@crestviewlocal.k12.oh.us 330-482-5526 East Palestine School IRN: 043927 Superintendent George Fisk 250 W. North St. East Palestine, OH 44413 george.fisk@myeastschools.org 330-426-4191 Leetonia Exempted Village: IRN: 045443 Superintendent Robert Mehno 450 Walnut St. Leetonia OH 44431 mehno@leetonia.k12.oh.us 330-427-6594 Lisbon Exempted Village: IRN: 045450 Superintendent Donald Thompson 317 N. Market St. Lisbon, OH 44432 don.thompson@omeresa.net 330-424-7714 Southern Local: IRN:046015 Superintendent John Wilson 38950 St. Rt. 39 Salineville OH 43854 john.wilson@omeresa.net 330-672-2343 Wellsville Local: IRN: 045039 Superintendent Richard E. Beresich 929 Center St. Wellsville OH 43460 richard.beresich@wellsville.k12.oh.us 330-532-2634 Primary Partner Columbiana County ESC, Anna Marie Vaughn, Superintendent, 38720 Saltwell Rd., Lisbon, OH 44432 IRN: 046417, 330-424-7714, avaughn@cocesc.k12.oh.us, Secondary Partners Stephen Nameth, KSU Salem Dean, 2491 S.R. 45, Salem, OH 44460, smneth@kent.edu Applied Systems & Technology Transfer LLC, 241 W. Federal St. RS08, Youngstown, OH 44503, Julie Smith, Exec. V.P. Partner, 330-7276292, jsmith@vistaal.com Lucille Pietrzak, V.P. of Marketing, Salem Community Hospital, 1995 East State St., Salem, OH 44460, 330-332-7152, pietrzak@salehmh.com Jessica Borza, Exec. Director, Mahoning Valley Manufacturers Coalition, 13620 Black Rd., Lisbon, OH 44432, 80-0867111, 330-853-7906, jborza@mvmanufacturing.com Scott C. Martin, Interim Assoc Dean for Research, Youngstown State University, One University Place, Youngstown, OH 44555, scmartin@ysu.edu

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 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.

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.

The Project Inspire management team will include Key Stakeholders from each entity in the grant project. The Columbiana County Career and Technical Center (CCCTC), along with the Columbiana County Educational Service Center (CCESC), have a strong history of collaboration with the consortium high schools on many projects with grant funding. The most recent examples are the financial and technology equipment to support the Crestview MS and HS PLTW Engineering Program and the purchase of the Defined STEM computer based program for the consortium grades 5-8. Jeremy Corbiello, Assistant Superintendent, will serve as CCCTC coordinator for the grant, overseeing the implementation of the PLTW Biomedical Science course and classroom lab, the registration of students to the CCCTC biomed lab school, and the implementation of the IC lab program at the CCCTC. The CCESC will provide the Inspire Project Director, Steve Stewart, having a strong technology and math instruction background and grant administration experience at three school districts. As the head of the management team, Steve Stewart will oversee the purchase of equipment with the IC and PLTW vendors; serve as director with the CCCTC coordinator for the installation of the IC production hub; work closely with the CCCTC coordinator to install the PLTW STEM class lab; serve as a liaison with the each district technology specialist for installation of IC lab classroom equipment; communicate with all key stake holders to inform any needed adjustments or changes to the Inspire project; schedule PD trainings for new technologies, IC, and PLTW programs; manage the budget; meet with the management team monthly to report the status of the project. The consulting team of Alaina Kipartick, Science Consultant, and Sheri Boback, Math Consultant will provide curriculum support in each school, ensuring complete and seamless alignment with the CCESC Ohio standards. Grant evaluator will be Carol Straub, a curriculum and instruction specialist, experienced as an ODE grant evaluator and a professor in education at Kent State University. Katrina Moore, an educational technology consultant for interactive videconferencing, technology tools, trainings and implementation will: consult with district teachers; schedule and support all remote lessons provided by IC Engineering Instructor Mark Baka; and schedule care for students. Each district will name a liaison person to the management team to report on the project specific to each of the nine grant partners. Liaisons will work closely with the project director to manage the schedules for expert speakers and on-site visits for students including: IC's STEM engineering instructor Mark Baka for instruction; school expert guest visits; on-site job shadowing, and on site visits. Sites include the YSU STEM College providing dual high school and college credit for Inspire students; Mahoning Valley Manufacturer's Association for job shadowing, site visits and internships; Kent State University, Salem, state of the art Health and Sciences Center site visits and expert speakers; Salem Community Hospital site visits, job shadowing, and a teen experience program. The STEM teacher at Crestview and CCCTC Biomedical Sciences Lab Director will represent the consortiums teachers as part of the management team, bringing the implementation successes and challenges to the table from the perspective. Partner representation on the management team will include Joe Jeswald, AST2, PLTW consultant, Kent State University's Celeste tierpen, Assistant Dean, Salem Campus, Salem Community Hospital's Deborah Pietrzak; YSU STEM College Dean Martin Abraham, and Mahoning Valley Manufacturer's, Jessica Borza of Columbiana County.

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

9. Which of the stated Straight A goals does the proposal aim to achieve? - (Check all that apply)
   - [ ] Student achievement
   - [ ] Spending reductions in the five-year fiscal forecast
   - [ ] Utilization of a greater share of resources in the classroom

10. Which of the following best describes the project? - (Select one:)
   - [ ] Spreading reductions in the five-year fiscal forecast
   - [ ] Utilization of a greater share of resources in the classroom
   - [ ] Student achievement
C) SUSTAINABILITY

11. Describe the innovative project.

Columbiana County is a rural, high poverty, Appalachian county with student access to state of the art technology lacking, yet poised for marked economic growth unseen since the demise of the steel industry in the 1970s. The county has less than 10% of the population with a college degree. Focus on STEM 21st Century Skills is critical in demand as the county becomes a hub for shale drilling, oil refinement to ethanol and renewable energy production. In addition, the Salem Community Hospital is constructing additions to better serve the growing medical needs of the county, and as the largest employer in the Salem area, driving the need for students to explore and choose careers in the medical field. Project Inspire will address the critical need to improve student achievement and better meet CCSS anchor standards for college and career readiness, as well as utilizing shared resources among the consortium districts to meet these needs through shared service and systems. The use of project based learning, goal setting, and self-evaluation with a facilitator role for teachers. Content integrated project and project based learning and modern analytical, research, and prototyping equipment in a collaborative, student centered, hands-on environment will focus on the 21st Century Skills needed. The first prong of the two part project is IC, an innovative, highly motivating STEM program that provides authentic problems for students to research and solve collaboratively. At each HS, students use IC to prepare for a project to identify and solve authentic problems. Working in teams, students employ the design process to research, investigate, and evaluate information. Critical thinking skills are used to analyze, compare/contrast, and strategize. Teams design solutions and build prototypes; test and evaluate their prototypes; and refine and rebuild them. At the conclusion of the process teams complete their findings and demonstrate their prototypes to the class. During the build process, teams create CAD drawings of their prototypes. Using the drawings, each team builds their prototype with the help of the STEM bus out of the classroom, and the lab will provide all the resources. Materials and 3D printer will be provided to the students. All teams will be provided with their own CAD software, and students will work together with all the teams to share resources. By sharing the transportation and building space, students will be able to see the real world applications of the technologies used in the classroom. The annual fee for ongoing support of the IC tool is $7,500. Students can complete HS and HE dual credits. PLTW’s hands-on activities, project-based problem (APPB) comprehensive curriculum is aligned with relevant national standards and is collaboratively developed and updated by subject matter experts, including teachers, university educators, engineers, and biomedical professionals, and school administrators. PLTW’s programs emphasize the 21st Century Skills of critical thinking, creativity, innovation and authentic problem solving. The hands-on learning engages students on multiple levels, exposes them to areas of study that they may otherwise not provide and who have a foundation post-secondary training and career success in STEM-related fields. Kent State Salem Campus has a strong Biomedical Science program and state of the Art Health Science Center, with 90% plus job placement at graduation.

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.

The Consortium districts have extensive experience with project based learning and STEM education. After the professional development components, the teachers will develop their ideas and design the projects. The teachers will then be brought together to present their ideas, and the professional development facilitator will feedback into the project. The Consortium districts have extensive experience with project based learning and STEM education. After the professional development components, the teachers will develop their ideas and design the projects. The teachers will then be brought together to present their ideas, and the professional development facilitator will feedback into the project. The Consortium districts have extensive experience with project based learning and STEM education. After the professional development components, the teachers will develop their ideas and design the projects. The teachers will then be brought together to present their ideas, and the professional development facilitator will feedback into the project. The Consortium districts have extensive experience with project based learning and STEM education. After the professional development components, the teachers will develop their ideas and design the projects. The teachers will then be brought together to present their ideas, and the professional development facilitator will feedback into the project. The Consortium districts have extensive experience with project based learning and STEM education. After the professional development components, the teachers will develop their ideas and design the projects. The teachers will then be brought together to present their ideas, and the professional development facilitator will feedback into the project. The Consortium districts have extensive experience with project based learning and STEM education. After the professional development components, the teachers will develop their ideas and design the projects. The teachers will then be brought together to present their ideas, and the professional development facilitator will feedback into the project. The Consortium districts have extensive experience with project based learning and STEM education. After the professional development components, the teachers will develop their ideas and design the projects.

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

a. Enter a project budget
b. Upload the Straight A Financial Impact Template factoring 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 the following project the demonstration will sustainability and impact.

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

430,409.70 * 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, RTT 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).

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.

189,068.43 * 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.

Although we are able to set up our initial labs at both the CCCTC hub and each individual school district, we will have new and recurring costs with this grant. Specifically with InventorCloud we will have a $7,500 annual fee for licensing and curriculum with each district. The other two expenses that districts will incur be annual supplies and salaries/benefits. The annual supplies will be $900 at the district level and the $13545 for the hub that districts pay annually. Salaries and benefits will be for the classroom teacher used by each school district for 1 period a day. This cost will most likely be absorbed here by an existing teacher as it is only 1 classroom period a day and can be bought at a variety of certifications. With PLTW we will also have a number of new/recurring costs also. These include costs $2,000 for licensing and curriculum by each district. Because we will be adding the Human Body Systems course in year 2 and Medical Interventions in year 3, the districts will have shared costs for both training.
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. 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.)

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<td>06/01/2014</td>
<td>Implementation phase includes: March-May Student career opportunities for aspirations, awareness, and preparedness for both programs through site visits to IC Hub production site at Choffen; Youngstown State STEM College; Akron STEM School at Inventor's Hall of Fame; ID career explorations and presents and explore lessons by Mark Bacca, instructor from IC; Kent State University Health Science and University guest speakers and sites to the new Science wing completed last year; Salem Community Hospital guest speakers and on-site visits; Mahoning County Manufacturing Career Teachers and on-campus visits; Pre-Project Inspire visit to Crestview and Leetonia will implement IC during the second semester, with all data collected and analyzed, together with management team meeting feedback to inform decision making for full implementation in all schools.</td>
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19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The benefits of expected changes from this project include: improved student performance in Math and Science with the implementation of a rigorous, CCSS standard aligned curriculum capitalizing on hands-on authentic problem-project based learning; Significant improvement in student technology skills with the work they will do with cutting edge technology tools; Significant improvement in student collaboration and critical thinking required by the programs; More students involved in science and engineering classes with high interest; a positive impact on school culture; a positive impact in recruitment of student for future college or future career and pursu; Student awareness increases of many careers from which to choose in fields related to STEM; and most importantly, students will possess the college and career readiness skills needed for their future success. Both students and teachers will experience positive attitudinal changes as the program allows for differentiation and creative problem solving in an authentic work setting. Teachers will learn to work collaboratively within the technologies in an innovative problem based, rigorous curriculum with authentic assessments. Teachers will assume the role of facilitator in a student centered, student driven model. Schools will accommodate the new STEM programs with the needed daily schedule changes and realignment of staff. The existing videoconferencing equipment in each school will be fully utilized with shared instruction by IC engineer Mark Bacca, presentations from one site to other schools, shared guest experts and career presentations, teacher planning and review meetings. Transactions through the Biomedical Lab School at the CCCTC is already provided for the districts for all other CCCTC programs and will provide equal access to the program. Schools will realign five year projected budgets to sustain and grow the project far beyond the grant funded period at significant savings through shared services. Other important changes include teachers learning to instruct in a hands-on manner in a problem based setting as facilitators who guide students to find and apply knowledge rather than serve as the provider of knowledge. Project Inspire will create and foster business and industry partnerships that will benefit students, business and industries, and communities. IC and PLTW will open avenues of collaboration among all schools in Columbiana through the shared resource model. The project will inspire staff to expand expertise for collaboration among all other teacher in the consortium who are not directly involved in the project. Expansion of Project Inspire in years 2-5 to schools south of Mahoning County will allow for a wider collaboration and additional shared resources with the CCCTC hub providing the needed production service. Connections to existing partners in Mahoning and Trumbull counties where IC and PLTW curriculum is in place provides valuable opportunities for expanded opportunities for effective expansion. During the project, districts will look at the implementation of AST2 grades 3-8 curriculum for a seamless STEM program with new curricula. Eight schools in Mahoning County will be the more rigorous and effective curriculum. Looking at student progress data results and enrollments at Crestview, the consortium is confident in replicating the success of this Crestview model for a successful PLW Biomed lab school at the CCCTC, providing a central location and existing transportation by consortium school districts.

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

20. Describe the rationale, progress 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.

The PLW Pre-Engineering Program began two years ago at consortium member Crestview Middle School. High interest has led to a successfully high school program with high enough enrollments that no slots for other consortium schools exist in year three. The consortium studied the feasibility of a magnet Biomed program, used the lessons learned from Crestview's implementation plan, and in looking at various curriculum available, found PLW to be both the more rigorous and effective curriculum. Looking at student progress data results and enrollments at Crestview, the consortium is confident in replicating the success of this Crestview model for a successful PLW Biomed lab school at the CCCTC, providing a central location and existing transportation by consortium school districts for other
1. Is this project able to be replicated in other districts in Ohio?

Yes

22. If so, how?

The shale industry in Columbiana County has exploded, providing job opportunities for technology skilled employees which will affect education for the foreseeable future.

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

Students and teachers have access to AST's technology, equipment, and support network and its multi-faceted TEAM model. The skills and abilities to apply content knowledge students learn in the IC and PLTW programs address the needs of our country’s employers thus impacting our economy. The skills and abilities to apply content knowledge students learn in the IC and PLTW programs address the needs of our country’s employers thus impacting our economy.

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.

Several benchmarks and outcomes for Student Achievement English/Language Arts: Students will demonstrate mastery in research, critical thinking, and analysis; communication of ideas and solutions; and integration of technology with students earning an 85% or better. In addition, IC and PLTW semester courses support STEM, the fine and performing arts, and language arts and are aligned to CCSS, Ohio Academic Content Standards, Ohio Career-Tech Standards, and ISTE Technology Standards.

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).

26. What is 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.

Short term methods, January-June 2014 include the collection and analysis of the following quantitative data to measure project goals by project evaluator, Carol Straub, Ed.D.: Pre and post Likert scale surveys will be collected; 1. Students will demonstrate the ability to utilize content knowledge, critical thinking, and collaboration to utilize modern manufacturing and industrial equipment. 2. Students will demonstrate the ability to explain the fundamentals of manufacturing and its application to solve real world problems. 3. Students will demonstrate the ability to apply content knowledge students learn in the IC and PLTW programs address the needs of our country’s employers thus impacting our economy.

* 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.
Aspirations, interest levels, and the success of the foundation for each program. Tracking the # of students enrolling in fall courses; guidance counselor data at each site on STEM career path interest; PD evaluations of teachers from IC and PLW trainings; and analysis of all collected data will be interpreted to prepare the summative evaluation of the Inspire project; and the budget report will demonstrate the cost savings attained through the shared resource model. Long term methods include the collection and analysis of the following data: Student achievement through year five including ACT scores; 9 week grades; semester grades; Production Quality Rubric Scores; Presentation Rubric scores; End of Course Exams for English Language Arts, Math, and Science. Key Stakeholder meetings of the management team will continue on a quarterly basis for years 2-5 to make adjustments, analyze successes, and meet the challenges that may occur through the sustainability phase of the Inspire project years 2-5. Methods and process for modifications and changes if progress is insignificant include Key Stakeholder meetings monthly in January -August; quarterly meetings years 2-5; weekly teacher and student feed-back forms indicating what works well and areas of concern January-June, then monthly years 2-5; student and teacher interviews with Likert scales administered monthly January-June and then bi-annually thereafter; questions and dialogue with the project manager, school liaisons, and education technology consultant during planning, implementation, and evaluation phases; project updates presented by the project director at county monthly CCESC superintendent, principal, and guidance counselor meetings.

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. Willard C. Adkins, Superintendent, CCCTC, 10/24/2013