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Adjusted Allocation: 0.00
Remaining: 0.00
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:

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. Total Students Impacted:

4. Lead applicant primary contact: Provide the following information:
   - First Name, last Name of contact for lead applicant:
   - Organizational name of lead applicant:
   - Unique Identifier (IRN/Fed Tax ID):
   - Address of lead applicant:
   - Phone Number of lead applicant:
   - Email Address of lead applicant:

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

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.

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.

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.

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)
   - [ ] 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 proposed project? (Select one:)
    - [ ] New - never before implemented
    - [ ] Existing and research-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.

- Columbiana County is a rural, high poverty, Appalachian area 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 only less than 10% of the population with a high school degree. Focus on STEM 21st Century Skills is in critical demand as the county becomes a hub for shale drilling, oil refinement, and energy to other parts of the country, pipeline construction, and expansion of auxiliary industries. 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 and Career Standards for college and career readiness, as well as utilizing shared resources among the consortium districts to meet these needs through a shared service model for sustainable growth. Personalized learning environments for students will increase self-motivation, goal setting, and self-evaluation with a facilitator role for teachers. Content integrated problem and project based learning and modern analytical, research, and prototyping equipment in a collaborative, student centered-on environment will focus on the critical 21st Century Skills developed and updated by subject matter educators, including teachers, university educators, engineers, and business 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, exposing them to areas of study that they may not otherwise access and provides them with a foundation and proven path to 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 Sciences Center, with 90% plus job placement at graduation.

12. Describe how it will meet the goal(s) selected above.

- The Consortium of 9 rural districts must collaborate to develop a strong STEM program critical to our county. With shared resources and negotiated cost savings, the consortium can replicate the research based programs county wide. Resources shared at 9 schools will improve the amount of available resources. High interest and motivational STEM program will improve student performance with added rigor and resources in all areas, as well as address CCSS college and career anchor standards. The project will help students develop skills for our future workforce. STEM education assumes a much greater importance as the shale industry and auxiliary job market are increasing at a rapid pace in our county. The medical field is the largest employer in the county and resources at Kent State and Salem Community Hospital will better prepare students for a career in medicine. Teacher PD and ongoing support will be provided. In January, March, June. The project will capitalize on the collaborative strengths of the partnerships based on partnerships established on the basis of shared resources and experiences. IC by AST 2, is an integrated, comprehensive STEM-based program that offers students and schools the opportunity to collaborate in the benefit of shared resources and experiences. IC project and problem-based learning in a unique, technology-rich interactive environment. Through its rich curriculum, IC and Team Up technologies, IC challenges students, individually and as team members, to locate, to collaborate in solving problems and design challenges with CAD software, 2D and 3D visualization tools, and prototypers. IC provides students access to modern analytical, manufacturing, and research equipment without requiring schools to spend money on capital costs in order to expose students to future workplace technologies. Through AST’s STEM Labs, IC will allow all schools to share equipment that individual districts could not afford to own and AST’s rich curriculum will expose students to careers in STEM while expanding their understanding of career options. In addition, students will have access to Collaboration in real time with others, including teachers, industry, and student peers across the county and state, to research and problem solve; Interactive digital curriculum that engages students through multi-media, developing skills essential to careers of the future; Curriculum built on CCSS, Ohio Academic Content Standards, and Ohio and National Career Technology Standards that will better prepare students for college and careers; Seamless transition from classroom to lifelong learning; Development of crucial 21st Century Skills - creative and critical thinking, recognizing and solving problems, working effectively in teams to achieve a common goal; effective communication; Post-secondary professors, industry experts, engineers, and the National Additive Manufacturing Innovation Institute, created by the United States under the Obama administration and referenced by President Obama in his State of the Union Address. The PLTW program meets the goal of increased student resources through a comprehensive, turnkey curriculum package; Online resources and professional communities; Conferences for school personnel demonstrating how courses fit into academic and career paths. Access a nationwide support network including postsecondary institutions, state education officials, business and industry partners and professional associations. The goal of student achievement improvement is met through the curriculum based on national standards; improved instruction through teacher training (PLTW Core Training) through our University Affiliates; Next generation end of course assessments (PARRC); ACT scores.

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.

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

336,921.32 ** 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, RSE 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.).

SALARIES and BENEFITS: PLTW Biomed Instructor $77,980 each school year; IC at each schoolsite Consultants 2 at $97,488 each for 15% time Ed Technology Instructor $13,944 each for 25% time Grant $700 each for 70% time Consultants 2 at $13,944 each for 25% time Grant $700 each for 70% time.

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.

* 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.

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

* 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.)

17. Provide a brief description 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.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. 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 prior to 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): 01/06/2014 - 01/20/2014

* Narrative explanation

January-Management teams will coordinate technology purchases for school IC workstations and Hub, PLTW Biomed Lab; Recruit, interview, and hire teachers within districts and for a Biomed
23. Describe the substantial value and lasting impact that the project hopes to achieve.

IC and PLTW curriculum stimulates student interest, incorporates multi-disciplinary topics, and instills life-long learning and problem solving skills essential for post-secondary and career success. 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. Innovation, Creativity, and Design Thinking, the first course in the IC program, explores the roots of original thought and the facets of creativity, innovation, and design thinking. Scientific processes, critique, brainstorming, and ethics are integrated with the important 21st Century skills for which employers are begging: critical thinking, creativity, collaboration, and project-based learning.
communication. Students innovate and design solutions to real-world problems; they design, build, and evaluate prototype solutions, make refinements, and build a final product. Then, they communicate those solutions and demonstrate their products in technology-rich presentations. Other courses in the IC program include the following: ICDT: Design Thinking for a Sustainable Future; ICDT: Creative Entrepreneurship; ICDT: Innovations in Biotechnology; ICDT: Additive Manufacturing. These courses build on the basic skills learned in ICDT and explore rich content in science, math, language arts, business, health, and the arts. 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 and preparing our graduates for success in post-secondary education. Students demonstrate acquisition of knowledge and its application; demonstrate creativity and innovative thought; demonstrate critical thinking and the ability to solve complex problems; demonstrate the ability to communicate clearly and work effectively as members of a team in a real-world environment; demonstrate successful application of STEM knowledge and processes; demonstrate the potential to impact the community, the state, the country, the world; demonstrate the potential to replace engineers, scientists, technologists, entrepreneurs, and biomedical scientists of the "Baby Boomer" generation who are nearing retirement thus solving the crisis that their retirements create. IC and PLTW changes the way we teach. IC and PLTW students learn in an environment in which they excel every day everywhere except in school. This is an environment where students use the technology that they live with as tools to communicate, collaborate, and solve problems both great and small—both world-wide and every day. IC and PLTW give students the potential to impact their world— their school and their community—and affect education for the foreseeable future. In addition to the lasting value expressed above, the project will also teach students the skills necessary to utilize modern manufacturing and industrial equipment. The shale industry in Columbiana County has exploded, providing job opportunities for technology-skilled employees—those who can program and operate state of the art equipment. However, though these workers are in great demand, there are far too few and those hired that must be trained add great costs to employers. Given the skills and abilities the students in the 9 Inspire high schools will have through this grant project, employment of highly qualified employees will be available and affordable. The Inspire project would not only prepare students for success at the post-secondary level, it would have a near immediate value to the shale industry, one that would have long-lasting, positive impact on the economy of Columbiana County and greater Northeast Ohio.

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.

General Benchmarks and Objectives for Student Achievement

English/Language Arts: Students will demonstrate mastery in writing, research, critical thinking, and analysis; Communication of ideas and solutions; and integration of technology with students earning an 85% or better. 1. Students will demonstrate the ability to introduce precise, knowledgeable claims, establish the significance of claims, distinguish claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence. 2. Students will demonstrate the ability to write arguments to support claims in an analysis. 3. Students will demonstrate the ability to use technology, including the internet, to produce, publish writing, and interact and collaborate with others. 4. Students will demonstrate the ability to conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 5. Students will demonstrate the ability to listen and speak effectively to contribute to group discussions and meetings. 6. Students will deliver formal and informal presentations that demonstrate organization and delivery skills.

Math: Students will utilize mathematics to design a variety of objects that serve as solutions to authentic problems. 1. Students will demonstrate the ability to make formal geometric constructions with a variety of tools and methods (straightedge, string, paper folding, software, etc.). Copy a segment; copy an angle; bisect a segment; bisecting an angle; constructing perpendicular lines, etc. 2. Students will demonstrate the ability to use geometric shapes, their measures, and their properties to describe objects. ISTE (International Society for Technology in Education) Technology Standards: Students will utilize a variety of technologies to research, design, create, and communicate effectively. 1. Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. 2. Students will use digital media and environments to communicate and collaborate effectively, including at a distance, to support individual learning and contribute to the learning of others. 3. Students will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions about using appropriate digital tools and resources. 4. Students demonstrate a sound understanding of technology concepts, systems, and operations. Ohio Career-Technical Standards: Manufacturing Technologies/Arts and Communication: Students will demonstrate a solid understanding of materials, processes, and the ability to evaluate budgets. 1. Students will demonstrate the ability to explain the fundamentals of manufacturing drawings, schematics, specifications, and diagrams. 2. Students will demonstrate the ability to employ critical thinking and problem-solving skills independently in teams to formulate solutions. 3. Students will demonstrate the ability to examine and apply the most appropriate manufacturing processes and evaluate costs associated with design features. 4. Students will reference workplace behaviors to professional codes of ethics and assess the implications of ethical and unethical behavior. Benchmarks Go 2. Increased shared resources will be measured by the number of students enrolled at each site with a target of 108 for IC (15 per site). This will double by Fall 2014 as pilot moves into full implementation and additional courses are added each semester. The target of 30 students attending the PLTW magnet school will double also as additional course are implemented. The number of inventions produced at the CCCTC hub will be tracked for the two pilot schools with a growth goal set of 80% with full implementation in Fall 2014. The number of teachers trained will also be tracked, with expected growth of 10% each semester.

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).

Short term methods, January-June 2014 include the collection and analysis of the following quantitative data to measure project goals by project Inspire evaluator, Carol Straub, Ed.S. Pre and post Likert scale teacher and student surveys will be administered with a goal of 85% improvement in teacher and student knowledge and skill attainment from January to June; student bi-weekly progress reports will track formative evaluative data from the pilot schools. Crestview and Leetonia. Both IC and PLTW programs used for student achievement goal setting with 80% of enrolled students attaining a grade of 85% or higher will be measured. The expansion data of enrollment numbers in IC and PLTW Engineering at Crestview will provide baseline data on which to set realistic and attainable goals for the enrollment of students at the end of the January-June pilots for the expansion in Fall 2014. The goal set for initial enrollments is 15% of Junior and Senior level students from each of the nine consortium schools in IC, and an additional 3% of each school's students to enter the PLTW Biomedical Science magnet school at the CCCTC. Key Stakeholder meetings will be held each month to rate the timeliness and effectiveness of the project: the status of purchases, installations, teacher recruitment and hiring, and student recruitments for the January - June pilot, PD, and student activities at each of the nine high schools. The following activities will be tracked: Interactive videoconferencing STEM career exploration participation of # of sessions provided and # student participants at each of the nine schools and # of hits on the CCESC career website; # of partner site visits and # of participants, broken down by each of the nine districts; # of guest presentations for each partner; # of interactive videoconferencing exploration lessons by Mark Baka. Lesson evaluations/project rubrics will be collected and analyzed to see if objectives are Analysis of this data will inform the success of student aspirations, interest levels, and the success of the foundation for each program. 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 PLTW 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 feedback 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 annually thereafter; questions and dialogue with the project manager, school liaisons, and education technology coordinator 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.
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