Budget

Cuyahoga Valley Career Center (050922) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (497)

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	111,803.00	68,679.00	0.00	280,050.00	0.00	0.00	460,532.00
Support Services	0.00	0.00	36,500.00	0.00	0.00	0.00	36,500.00
Governance/Admin	0.00	0.00	50,000.00	0.00	0.00	0.00	50,000.00
Prof Development	3,300.00	0.00	11,700.00	0.00	0.00	0.00	15,000.00
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	150,000.00	0.00	25,000.00	0.00	175,000.00
Transportation	0.00	0.00	2,000.00	0.00	0.00	0.00	2,000.00
Total	115,103.00	68,679.00	250,200.00	280,050.00	25,000.00	0.00	739,032.00
						Adjusted Allocation	0.00
						Remaining	-739,032.00

Application

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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:Cuyahoga Valley Academy

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.

The development of the Cuyahoga Valley Academy is a collaborative effort among the superintendents of the Cuyahoga Valley Career Center (CVCC) and eight associate districts which has been researched and planned for the past two years and is based upon a new conversion school which will pilot an innovative bridging transition that dramatically changes the context for students who are struggling to succeed in a more traditional middle school setting. Cuyahoga Valley Academy will use hands-on, differentiated, supportive instruction to prepare students for high school success. Using a unique program that begins by relocating participating 8th graders to a new dynamic learning setting and then providing them with a challenging, supportive, developmentally appropriate program that includes online, date-driven curriculum, Project-Based Learning, Project Lead the Way's Gateway to Technology (GTT), and other proven educational methods, the Cuyahoga Valley Academy will re-motivate toward the students toward clearly defined goals they will set for themselves. This approach will enable students to acquire the skills necessary to meet learning standards, graduate with a high school diploma, and be prepared to undertake future challenges, whether post-secondary education, a career, or service in the armed forces or a career.

425 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Dr. Celena Roebuck

Organizational name of lead applicant: Cuyahoga Valley Career Center

Unique Identifier (IRN/Fed Tax ID): 050922

Address of lead applicant: 8001 Brecksville Road, Brecksville, OH 44141

Phone Number of lead applicant: 440-838-8920

Email Address of lead applicant: croebuck@cvccworks.edu

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

First Name, last Name of contact for secondary applicant: Kathryn M. Powers

Organizational name of secondary applicant: Twinsburg City School District

Unique Identifier (IRN/Fed Tax ID): 050070

Address of secondary applicant: 11136 Ravenna Road, Twinsburg, OH 44087

Phone number of secondary applicant: 330-486-2002

Email address of secondary applicant: kpowers@twinsburg.k12.oh.us

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.

Scot Prebles Brecksville-Broadview Heights City School District 043646 6638 Mill Road, Brecksville, OH 44141 440-740-4010 Joseph Bergant Cuyahoga Heights Schools 046557 4820 East 71st Street, Cuyahoga Heights, OH 44125 216-429-5702 Terrance Olszewski Garfield Heights City School District 044040 5640 Briarcliff Drive, Garfield Heights, OH 44125 216-475-8100 Stephen Marlow Independence Schools 046565 7733 Stone Road, Independence, OH 44131 216-642-5850 Dr. Joe Clark Nordonia Hills City School District 050047 9370 Olde Eight Road, Northfield, OH 44067 330-467-0580 Greg Gurka North Royalton City School District 044545 6579 Royalton Road, North Royalton, OH 44133 440-237-8800 Randy Boroff Revere Schools 050054 3496 Everett Road, Bath, OH 44210 330-523-3101

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.

The development of the Cuyahoga Valley Academy is a collaborative effort among the superintendents of the Cuyahoga Valley Career Center (CVCC) and the eight (8) associate districts listed above. A Design Team consisting of two of the associate superintendents, two of the associate middle school principals, four teachers from two of the associate districts and four students from two of the associate districts have met to engage in the details of planning the academy including its vision and the mission. Their work has included not only exploring the research-base for the project and assessing the feasibility from implementation, but also conversations with students themselves and community members including persons knowledgeable about business, workforce, and economic development agendas. The Design Team will continue with the project during implementation, which will be supervised by Dr. Celena Roebuck, Superintendent of the Cuyahoga Valley Career Center. Appointed in 2011, Superintendent Roebuck holds a master's degee in business administration from Cleveland State University, a doctorate in educational leadership from Ashland University, and superintendent certification. She has also served as the president of the Ohio Career and Technical Administrators and as president of the Ohio Association for Career and Technical Education. Additionally, Dr. Mike Muir, president of the Association for Middle Level Education, is serving in the capacity of advisor to this project. Dr. Muir has been an educator for almost 30 years. He has been a high school and middle school mathematics teacher, a middle grades technology integrator, a university practicum supervisor, a professor of middle grades education and educational technology, an educational developer and manager (including projects in Philadelphia, PA; Chester, PA; Fairbanks, AK; Buffalo, NY; Lake Charles, LA; and Maine), and a consultant working with other educators to actively create motivating and engaging learning environments for all students and to productively shepherd school change. Dr. Muir's current responsibility is as the Multiple Pathways Leader for the Auburn School Department (Auburn, ME), where he supports the district's large scale school change initiatives. These include customized, performance-based learning, shared leadership teams, re-envisioning their teacher contract, and a primary grades literacy and math initiative which includes a 1to1 iPad initiative. He is the founder and Director of Projects4ME, Maine's virtual project-based program for at-risk and dropout youth and is on faculty at the University of Maine at Farmington, and Director of the Maine Center for Meaningful Engaged Learning (www.mcmel.org).

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
- [ ] Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- [x] 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.

The Cuyahoga Valley Academy will address the issues of 8th grade students who are not behavior problems, but who are struggling in regular classrooms and can benefit from a different approach. This program provides supports intended to revive the students' interest in school and redirect them from a path that might result in dropping out without skills for work or life. Students will be transported to the

Cuyahoga Valley Career Center (CVCC), to work in teams doing hands-on, minds-on projects that will be designed for maximum student engagement. Math and Language Arts remediation will be provided concurrently. Curriculum will be based on Project-Based Learning and Gateway to Technology (Project Lead the Way. The Gateway to Technology (GTT) program features a project-based curriculum designed to challenge and engage the natural curiosity and imagination of middle school students. Students envision, design and test their ideas with the same advanced modeling software used by companies like Lockheed Martin, Intel and Sprint. They study computer control systems such as robotics and animation. Students explore the importance of energy, including innovative ways to conserve and produce it using solar, thermal and wind power. The knowledge and skills that students gain from GTT create a strong foundation for further STEM learning in high school and beyond. These instructional strategies, along with the integration of Common Core Standards, will provide a strong college and career-ready direction for the students' transition to high school. Some curriculum will be provided online and student performance will be tracked by the software used. Some curriculum will follow the Ohio Workforce Education model that provides career-based interventions. Students will receive interesting and rigorous instruction, with the goal of being ready for positive post-secondary placement, which includes not only being college/career ready but also prepared to attain credentials or certifications with high-market value or being qualified for acceptance into the nation's armed forces. Special classes that address gender equity in some career areas also are planned. Special needs students will have specific career or transition coaches assigned to them. All students will receive an Individual Learning Plan and an adult mentor or coach, as need indicates. Students will be attracted into the program by a process that includes faculty recommendation, interviews with prospective students and their parents, and then by a criterion-based identification process. This rigorous approach is in line with Ohio's work to instill a high sense of community value and desirability for college/career preparation programs such as the education provided at CVCC. The pilot year will expect 75 students sent from 8 districts. During the second year the population will double and the population in the third year is expected to stabilize around 200 (or the capacity limit for the program at the CVCC facility). The technology intensive learning environment will provide up-to-date information to stakeholders and provide easy communication among them. Individual learning plans will be developed with the students, parents and teachers. The plans will outline goals for students and benchmarks will determine success along the way. Students will have greater control and responsibility for their own learning, while parents will have the tools to understand and support students' progress. Area industry will provide real-world problems for solution and will offer job shadows early on and internships as students grow. The program will increase high school graduation rate of these 8th graders as their engagement in learning grows. Criteria for success will include attendance, high school graduation rate, positive post-secondary job placements, college acceptances, vocational performance, test data, non-traditional enrollment in college.

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.

Improve Achievement: This program will improve the achievement of 8th graders who are struggling academically by changing their learning environment, their context of study, the instructional practices used, and by developing curriculum using Project-Based Learning and Project Lead the Way. Cuyahoga Valley Academy will enhance student achievement through individualized learning. Project-Based Learning and web-based curriculum combined with Individual Learning Plans allow for students to have multiple pathways to success. A personalized course of study will fit students' needs outlined in the Individual Learning Plans. Remedial assistance based upon the analysis of student performance data will improve literacy and numeracy skills. The resulting learning environment will transform at-risk students into thriving learners. The immediate target for achievement for Academy students is to exceed a year's growth as determined by the students' value added score based upon performance on the Ohio Achievement Assessments. Long-term, the achievement target for participating students is a 100% graduation rate. Reduce Spending: Spending for students who do not graduate or for those who require intervention will be reduced. Societal costs are considerable for those without a HS diploma or sufficient skills to survive. The economics of having a middle school student who arrives in high school with renewed interest in learning, who has skills in working in collaborative teams, and who has resilience and self-discipline, relieve the school of disciplinary events, remediation programs, and the staff that would be hired to address these concerns. Addressing the issue of lagging student engagement early in secondary school ultimately has a positive impact on districts' expenditures. The Cuyahoga Valley Academy will experience a reduction in spending on equipment after the first year of equipment purchases. Spending on professional development will be reduced as teachers will finish PD by summer. Resources to the Classroom: This high performance learning environment relies on computer technology or individualized instruction with intelligent courseware and continuous assessment. Exploiting the capabilities of technology to deliver instruction and monitor progress creates an on-demand learning environment, which can quickly respond to the needs of the learner. This technology-intensive environment relies on innovative learning methods. Every student and teacher will have access to computing devices equipped with research tools, creation tools, productivity tools, and collaboration tools. Adaptive courseware adjusts to individual learning patterns, and simulations teach complex topics. Computer technology also enables measurement of student performance. Teachers can monitor student progress online, monitor time on task, and measure standards mastered. Interim assessments provide the data necessary to make adjustments in classroom instruction. Students receive credit when they have mastered requirements. It is the intention of the consortium It is the intention of the consortium to provide training in Project-Based Learning (PBL) and STEM instructional strategies to teachers on the middle school campuses and to teachers employed at Cuyahoga Valley Academy. Doing so institutionalizes PBL across districts. Students can become autonomous in PBL. That kind of shift in the learning environment is uncommon in traditional classroom settings. In addition to the shifts that secondary teachers must make due to the implementation of the Common Core, teachers will be expected to integrate the new strategies in their classrooms. In addition, teachers will use instructional strategies that are aligned to the Common Core Standards, providing students with the higher order thinking skills essential to success on the PARCC. Resources and support for these instructional changes will be provided.

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.

NA

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

1,989,566.00 * 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).

Total Project Cost: $1,989,556.00. Funding for this project will be from two sources. The Straight A Fund grant proposal in the amount of $735,932.00 will provide for initial setup, hiring and training of staff, and facility preparation necessary to establish the conversion charter school (Cuyahoga Valley Academy). Funding in subsequent years will be through state foundation dollars. The proposed program is eligible for Tier 1 categorical funding in the amount of $4,800 per pupil in addition to the foundation amount of $5,800 per pupil in FY15. These foundation dollars will flow from the traditional consortium school districts to Cuyahoga Valley Academy, a conversion charter school. Salaries and Fringe Benefits: $180,482. in the initial year of the program will include four (4) academic teachers, one (1) career tech. teacher, one (1) special educator, one (1) counselor/social worker (mental health professionals), two (2) instructional assistants, one (1) administrative assistant, and one (1) administrator/director. Employment in year one will be from the period of March 3, 2014 through June 30, 2014. In the second year of implementation, salaries and benefits will increase to $721,924. Governance/Admin: $50,000. in the initial year of implementation for oversight provided by consortium district administrators as well as to manage fiscal responsibility and accounting in compliance with grant guidelines. In second year of the grant, $200,000. will be necessary in this category. Instructional Supplies: Costs in the initial year of implementation will amount to $280,050. In the second year, $50,000 will be necessary in this category. Instructional supply costs will increase in subsequent years depending on increased enrollment in the program. Professional Development: $15,000. in the initial year of implementation. In the second, $35,700 will be necessary in this category. Purchase Services: Initial costs of Grant writer, $20,000.; Legal Services, $15,000.; Program Evaluator, $1,500 ; Administrative and facility costs contracted with Cuyahoga Valley Career Center, $150,000. Year two costs include Grant writer, $20,000.; Legal Services, $15,000.; Program Evaluator, $1,500; Administrative and facility costs contracted with Cuyahoga Valley Career Center will increase to $157,500. in year 3 of the program. Capital Outlay: $25,000 for furniture and renovations to classroom/lab space. This cost will be duplicated in year 3 of the program as enrollment increases. Transportation: $2,000. in the first year of implementation with subsequent annual costs calculated at $9,000. This is transportation for field trips and emergency pick-ups. This cost will be doubled in year 3 of the program as enrollment increases.

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.

1,253,624.00 * 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.

Specific amount of new/recurring cost (annual cost after project is implemented)It is our intention to develop the Cuyahoga Valley Academy so it becomes the premier middle school program and a model for other school districts. It is our hope that enrollment in the academy grows each year. With that growth will bring the need for additional staff to support the program At its onset, the academy will employ four (4) academic teachers, one (1)career tech. teacher, one (1) special educator, one (1) counselor/social worker (mental health professionals), two (2) instructional assistants, one (1) administrative assistant, and one (1) administrator/director. Based upon future enrollment needs, additional staff may need to be employed. Administrative costs of supporting the Cuyahoga Valley Academy at the Cuyahoga Valley Career Center will be recurring. As this STEM-based program will focus largely on the integration of technology, the purchase of devices for newly enrolled students and updates to computers and related materials will be ongoing. High quality professional development must be ongoing, relevant and research-based even after the funding period expires. Likewise instructional materials including licenses for software, lab supplies and textbooks will need to be renewed and/or replenished. We believe that students must be engaged in learning not only in the classroom setting but also in the larger community, therefore, field trips will be planned so that students realize the relevance of their studies. The cost of transportation and associated trip expenses will be ongoing. As noted earlier, it is the intention of the consortium districts to contract with an experienced grant writer and legal counsel for the purpose of securing additional funding.

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

568,000.00 * 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.)

As participation from each of the eight (8) consortium school districts at the Cuyahoga Valley Academy is relatively small, districts will only realize negligible savings related to staffing, supplies and technology. The consortium districts would still provide transportation to and from Cuyahoga Valley Career Center for students enrolled in the Cuyahoga Valley Academy, thus no savings would be realized for transportation costs. Savings regarding professional development may be realized as consortium districts are invited to send educators to training opportunities sponsored by Cuyahoga Valley Academy thus eliminating the need for districts to expend district funds for similar opportunities. The Cuyahoga Valley Academy projects its professional development budget to be $48,000. Which would save districts approximately $6,000 annually in professional development costs related to STEM, Project-Based Learning and/or Project Lead the Way's Gateway to Technology. In addition, in year three of the project enrollment is projected to grow to 200 students. If this growth is realized, then consortium school districts may realize a savings by the reduction of one teacher at $65,000 per district. The real savings to consortium school districts will be the decreased need to provide intervention at the high school level, as motivated learners are more successful in school. Students engaged in

Project-Based Learning, STEM-related instruction and the Gateway to Technology curriculum are immersed in higher-level thinking and problem solving. We anticipate that these students will be much more successful on the state mandated assessments, and will therefore graduate on time with no need for remediation. (Annual expected savings in the amount $568,000 not to occur until year three of the project.) Research supporting program design 1. Marks, H. (Spring, 2000). Student engagement in instructional activity: Patterns in the elementary, middle, and high school years. American Educational Research Journal, vol. 37(1), pp. 153-184. 2. Muir, M. (2001). What engages underachieving middle school students in learning? Middle School Journal, 33(2), pp. 37-43.

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.

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 premise behind the Cuyahoga Valley Academy is unique, therefore, we believe that our consortium will be able to secure funding from foundations, corporate partners and other external stakeholders to support programming into the future. The services of a grant writer along with legal counsel will be contracted so that the academy will have the funding it needs as well as the legal assistance necessary to secure financial stability. Additionally, This project can be self-sustaining if it becomes a model site for this type of intervention for middle school success. Project-Based Learning and Gateway to Technology, the middle school version of Project Lead the Way, are not necessarily commonly used practices in our geographic area, Therefore, once established as a model site, staff members may be able to serve as consultants to other middle schools. As a model site, Cuyahoga Valley Academy may charge for training educators in its innovative intervention. Such fees can be used to maintain parts of the program such as the transportation costs and software upgrades. Consortium districts will realize reduced expenditures due to the fact that services provided to challenged learners (i.e. reading and/or math intervention services, instructional supplies, counseling services, etc.) will be reduced as students become engaged in learning at the Cuyahoga Valley Academy. A significant factor is the project's ability to leverage individual districts' existing teaching and professional development resources for the betterment of the consortium partner districts. Cuyahoga Valley Career Center will increase enrollment in its career-tech programs as Cuyahoga Valley Academy students realize the benefits of technical programming that will prepare them for successful futures in a high-tech, highly competitive world. Should the CVCC realize projected increased enrollment, potentially the charge back for use of space by Cuyahoga Valley Academy could be eliminated, thus saving the project dollars which could then be dedicated to other programming costs.

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): 01/01/2014

* Narrative explanation

The development of the Cuyahoga Valley Academy has been ongoing for the past two school years. The Design Team is comprised of members from CVCC and the eight consortium school districts including superintendents, students, teachers as well as Dr. Mike Muir, a consultant. The development of this grant application has the full support of all superintendents affiliated with the Cuyahoga Valley Career Center. Proposed action plan: January 2014 Establish Cuyahoga Valley Academy as a conversion charter school. Establish Board of Directors Create job descriptions and employ Administrator/Director and support staff Develop recruitment and public relations materials Create job descriptions for staff members Employ grant writer, legal counsel, and program evaluator. Purchase technical equipment. Purchase software licenses. Secure requisitions for contract services. Seek alternative funding sources/grants. Form Stakeholder Task Force to guide recruitment communications February 2014 Employ academic teachers, career tech educator, special educator, counselor/social worker, and aides. Purchase or write curriculum. Begin training (Project-Based Learning, and Gateway to Technology) Recruit students. Install classroom equipment. Plan student transportation. Conduct parent meetings and student interviews. Identify Academy students. Finalize student transportation.

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

* Narrative explanation

Proposed Impelementation: March 2014 Begin classes March 3, 2014 Complete student interest surveys. Continue Project-Based Learning, and Gateway to Technology training. Develop Individual Learning Plans. Provide ongoing professional development to staff. April, 2014 Classes continue. Collect and analyze student performance and attendance data, and revise Individual Learning Plans. Project-Based Learning, and Gateway to Technology training . Complete the Ohio Achievement Assessments.

Summative evaluation (MM/DD/YYYY): 05/15/2014

* Narrative explanation

May 15, 2014 - June 2014 Solicit feedback from all stakeholders Develop transition plans for outgoing students. Begin 2014/2015 recruitment. Evaluate program July 2014 Analyze student performance and attendance data Analyze stakeholder surveys Adjust curriculum, programming and staffing. Conduct parent meetings and student interviews Select Academy students. Finalize student transportation. August 2014 Year #2 program begins, August 18, 2014 Narrative Explanation: Two keys to the success of the Cuyahoga Valley Academy are (1) the continuation of the partnerships established between the CVCC and the eight (8) consortium school districts and (2) the premise that Cuyahoga Valley Academy is a "work in progress" developed over the past two years through the efforts of the nine partners and Dr. Mike Muir. Prior planning has allowed the consortium to confidently apply for this grant, as we had time to consider the strengths and challenges of our initiative. Stakeholders have provided leadership collaborative effort which have fostered momentum necessary to open the Cuyahoga Valley Academy. Each of the partners is represented on the Design Team. The Design Team provides guidance for Cuyahoga Valley Academy's recruitment of staff and for programming. The Design Team will advise regarding public relations efforts which will keep the community informed about the Cuyahoga Valley Academy an effort which will include adding an Academy link to each partners website. Expected barriers to the success of the program could include: A short timeline between the granting of funds and the implementation of the program; resistance of identified students to apply for participation in the program; alignment of curriculum and standards across the districts; inadequate preparation to begin the program mid-year; parents/guardians hesitant to enroll students due to distance between CVCC and some home school districts; shortened school year in Year #1 of implementation may skew the data and affect the program evaluation; need to develop a transition program for students who return to traditional high school settings.

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

Prospective students who are recruited and ultimately enrolled in the Cuyahoga Valley Academy are challenged by the traditional school setting. As such, they tend to be unmotivated learners who experience unsatisfactory academic success. Consortium school districts will identify and place students who demonstrate academic and /or social concerns. Targeted students exhibit behaviors which are aligned with the program's mission to address struggling middle school students with a non-traditional learning experiences. The focus for instruction at Cuyahoga Valley Academy will be Project-Based Learning and Project Lead the Way's Gateway to Technology (GTT) curriculum. Project-Based Learning is a comprehensive approach to classroom teaching and learning that is designed to engage students in investigation of authentic problems. The Gateway To Technology (GTT) curriculum features a project-based curriculum designed to challenge and engage the natural curiosity and imagination of middle school students. Students envision, design and test their ideas with the same advanced modeling software used by companies like Lockheed Martin, Intel and Sprint. Students will study mechanical and computer control systems; think robotics and animation. Students will also explore the importance of energy, including innovative ways to reduce, conserve and produce it using solar, thermal and wind power. The knowledge that students gain and the skills they build from GTT create a strong foundation for further STEM learning in high school and beyond. It will be the work of the consortium to develop a transitional programming so that Cuyahoga Valley Academy students returning to high school main campuses experience ongoing motivation and success. It will therefore be important for the consortium school districts to encourage their own teachers to engage in professional development opportunities regarding STEM classrooms, Project-Based Learning and the Project Lead The Way curriculum. The instructional practices required by these new methods of teaching include allowing students to work autonomously in teams in which they make informed decisions about their learning. This model is substantially different from traditional instructional practices. In this model, teachers serve in the role of coach, learning to give up some control, to tolerate active learning, and to prepare materials and resources differently so that each student's learning style is addressed. Classroom instruction provides opportunities for students to discover the answer on their own or by working in collaborative teams. Teachers work together with students on problems that have multiple solutions. This change is both difficult and renewing for teachers as they observe students growing. The learning curve for instructional change is steep, and support may be necessary. As such, administrators must also learn how to observe and evaluate instruction that is different in every way. Organizational changes will include budgeting for more professional development in the form of team meetings, study groups, and other learning events which require may release time. Adult learners will be accountable for what they learn and will demonstrate their learning through the implementation of classroom instruction. The fact is that all students do not thrive in traditional classroom settings. It is our work to change the instructional paradigm and to embrace non-traditional instructional practices so that all students can experience success and graduate ready for college, a career or military service. Research supporting instructional practices: Marzano, R. et. al. (2001). Classroom Instruction that Works. From a metanalysis. ASCD. pp. 6-7

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.

According to research by a team from Johns Hopkins University, it is middle grades that play a pivotal role in enabling the nation to reach its goal of graduating all students from high school prepared for college or advanced career training. In high-poverty neighborhoods, in particular, their research and school improvement work indicate that students' middle grades experiences have tremendous impact on the extent to which they will close achievement gaps, graduate from high school, and be prepared for college. Consequently, there is a need to reconceptualize the role the middle grade play in the public education system. The middle grades, broadly defined as fifth through eighth grade, need to be seen as the launching pad for a secondary and post-secondary education system that enables all students to obtain the schooling and/or career training they will need to fully experience the opportunities of the 21st century America. As research, experience, and the work of many others has shown, a student's middle grades experience is critical to his or her life's chances. It is during the middle greades that students either launch toward achievement and attainment, or slide off track and placed on a path of frustration, failure, and ultimately, early exit from the only sercure path to adult success. This essential path is leaving high school prepared for post-secondary education and career training. The challenge is to use this knowledge and know-how where it is needed most and in wys tailored to local circumstances. The project is focused on meeting that challenge in a practical yet innovative way. Research:

Balfanz, (Jun 2009, National Middle School Association) Putting Middle Grades Students on the Graduation Path: A Policy and Practice Brief Robert Balfanz Everyone Graduates Center and Talent Development Middle Grade Program

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

☑ Yes ☐ No

22. If so, how?

The project design is easily replicable by any consortium of school districts interested in applying college and career ready instructional methodology to the support of 8th graders who are not interested or engaged in learning. It is likely that this model will be so popular that it will be replicated in regular education classrooms. The Cuyahoga Valley Career Center will be willing to host visits and provide information developed by the planning group of superintendents, principals, teachers and students who designed this program.

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

The comprehensive curriculum offered at the Cuyahoga Valley Academy will provide standards-based courses for middle school students in math, science, English, social studies and electives. Students will take advantage of a range of online learning approaches as well as Project-Based Learning and Project Lead the Way instructional methodologies that address critical education challenges and raise achievement for all participating students, especially those who have not experienced success in a traditional school setting. Project-Based Learning and Project Lead the Way, Gateway to Technology will motivate students and teachers alike as instruction is based around STEM themes that are relevant to a particular group of students and their surrounding community and to the economic development and workforce demands the students will face upon graduation. We believe that these motivated learners will successfully graduate from high school. The value to society will ultimately be seen when communities realize the savings earned when the number of non-graduating residents decreases, thus reducing the need for social/economic programs that serve this segment of the population. The value to the students is increased opportunities to alter disengaged behaviors and attitudes that can persist lifelong, instead becoming motivated individuals who embrace life-long learning. Students will learn to alter attitudes that can lead to serious difficulties with anger over non-achievement and the resulting choices. The value to schools is substantial as schools will have successful students who do not need academic remediation or extra guidance support, who will be prepared for a productive career or for college, who will have social skills that do not require disciplinary action, and will be contributing members to the workforce. The value to the consortium of participating school districts is the institution of a career and technical program at an earlier stage of development. Such programming is very likely to increase the enrollment of students at CVCC as students are engaged in the learning environment and appreciate the benefits of the career and technical programs offered at CVCC. This program will be a beacon of innovation and success for other school districts experiencing low middle level student engagement in learning.

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.

Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked. 100% engagement in low performing 8th graders as documented through pre- and post-surveys as well as through discipline referrals Increased performance on state tests - 100% of Academy students will score Proficient or higher on the Ohio Achievement Assessments or PARCC Assessments in Reading, Math and Science Students will experience at least one-year's worth of growth as documented by Value Added scores in the areas of Reading and Math Improved attendance rates Increased teacher interest in becoming proficient in Project-Based Learning and Gateway to Technology instructional strategies Increased student autonomy and leadership skills Better student attitudes towards learning, responsibility, and self-efficacy STEM-focused classrooms including one-to-one technologies, distance learning platforms and labs Teachers trained in new instructional strategies. 4 academic, 1 career and technical, 1 special educator, 1 counselor/social worker (mental health professional), 1 administrator/director Integration of technology in classrooms, Project-Based Learning and Project Lead the Way's Gateway to Technology (GTT) instructional strategies. Professional development will be extended to teachers from consortium school districts as well as to those employed by the Cuyahoga Valley Academy. Increased parent/family involvement in school work Improved student life skills such as time management and teamwork Improved savings for school district when students do not need remediation

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 EVALUATION PLAN (Summative activities have star *) Goal 1: Increased Student Achievement Outcome 1: Improved achievement measures Indicators: Grades improve, tests scores rise Instruments: State test, report cards, Iindividual Education Plans, Individual Learning Plans Outcome 2: Improved Student Engagement Indicators: Improved attentiveness, attendances, grades Instruments: Teacher notes Administrator meeting notes Student self-report Attendance records Method: Teacher conferences Records collection and review Outcome 3: Improved High School Graduation Rate Instruments: Graduation rate records Method: *Summary reports to boards. Outcome 4: Positive Post-secondary Placements, 2 or 4-year Degrees Indicators: Students get good jobs after high school. College enrollment rises Instruments: College applications FAFSA completion Longitudinal survey Method: Counts of applications, counts of FAFSA forms Longitudinal surveys *Compile counts and interpret information Goal 2: Reduced Spending Outcome 1 FY 2013-14 is baseline year for tracking reductions. Expenses will decrease each subsequent year as processes are streamlined, PD is completed, and curriculum is institutionalized. Method: Quarterly: Summarize all expenditures from grant & from districts participating.* Assemble charts & records created.* Make binders or create electronic archives.* Outcome 2: 8th graders who show academic & social-emotional improvement Indicators: Fewer low grades. Fewer negative reports Instruments: Grade cards Teacher records Anecdotal records, teacher conference notes, student self-reports. Method: *Assemble all student engagement and social and emotional information to compare pre- and post. Goal 3: Greater Share of Resources to the Classroom Outcome 1: Classrooms are well equipped. Indicators: Project equipment and laptops in place. Instruments: Purchase orders, inventory sheets Outcome 2: Teachers are well trained. Indicators: Teachers have Project Based Learning and Project Lead The Way training and can demonstrate competence. Instruments: Attendance sheets from PD, Post-tests Method: Survey teachers, students, parents longitudinally about learning and program effectiveness. Outcome 3: Students have supportive adults and necessary materials. Indicators: Students each have assigned adult plus teacher (mentor, guidance, or coach). 1-1 laptops Instruments: Assignment logs Equipment inventories Method: Records on program administration, ongoing feedback. Quarterly summaries of results* *Collect data and provide reports to stakeholders. Monitoring and adjusting will be quaterly. Changes to the curriculum, staff, or process will be made quickly as data drives the need.

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. Celena Roebuck, Ed.D. Superintendent Cuyahoga Valley Career Center October 25, 2013