## Budget

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

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<th>Purpose Code</th>
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<th>Salaries 100</th>
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**Adjusted Allocation**: 0.00

**Remaining**: -739,032.00
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: 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 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 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.

429. Total Students Impacted:

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 (RN/Fed Tax ID): 050707
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: Please 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).

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.

3. The development of the Cuyahoga Valley Academy is a collaborative effort among the superintendents of the Cuyahoga Valley Career Center (CVCC) and 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 degree 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 1:1 iPad initiative. He is the founder and Director of ProjectsME, 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)

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

11. Describe the innovative project.

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 construction strategies, in combination with the integration of Common Core Standards, will provide a strong college and career-ready pathway for the students to transition to high school. Some curriculum will be provided online and student performance will be tracked by the software. 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-ready but also prepared to attain credentials with high market value or being qualified for acceptance into the nation’s armed forces. Special classes that are designed for students in some career areas are also 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 needed 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 the Ohio Department of Education’s move toward proficiency-based learning. The plans will be developed and implemented in a collaborative classroom setting.

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.

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 shadowing 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, occupational performance, test scores, non-traditional pathways.

2. 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.

Improvement: 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 thrivers. The immediate target for achievement for 8th graders is to exceed a school’s year growth as determined by the students’ value added scores based upon performance on the Ohio Achievements 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 collaborating in teams, and who has resilience and self-discipline, relieves the school of disciplinary events, remediation programs, and the staff that would be hired to address these issues.

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 the staff that would be hired to address these concerns. 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 thrivers. The immediate target for achievement for 8th graders is to exceed a school’s year growth as determined by the students’ value added scores based upon performance on the Ohio Achievements Assessments. Long-term, the achievement target for participating students is a 100% graduation rate.

If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

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

$1,989,566.00  Total project cost

* Provide a 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, RRT 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: $1,989,566.00. 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 charter school (Cuyahoga Valley Academy). Funding in subsequent years will be through state foundation dollars. The proposed program is eligible for Tier I categorical funding in the amount of $4,800 per pupil in addition to the foundation amount of $5,800 per pupil 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) guidance 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. Additional instructional supply costs will increase in subsequent years depending on increased enrollment in the program. Professional Development: $15,000. The initial year in 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) is utilized to develop the Cuyahoga Valley Academy so it becomes the premier middle school program and a model for other schools to emulate. The funding for additional staff will be necessary to accommodate the added enrollment anticipated in the next three years. The funding for the instructional supplies and related equipment will be necessary to accommodate the added enrollment anticipated in the next three years. The funding for the instructional supplies and related equipment will be necessary to accommodate the added enrollment anticipated in the next three years.

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

$568,000.  Specific amount of expected savings (annual)

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

As preparation for PBL, computer and internet infrastructure is relatively small, districts will only realize 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 Career Center. Some districts fund projects using their 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, 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 $85,000 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
17. Brief a proposal 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.

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.

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

D) IMPLEMENTATION - Timeline, communication and contingency planning


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 will keep the community informed of Cuyahoga Valley Academy an effort which will include adding an Academy link to each partners website. Expected barriers to the success of the program curricula and standards across the districts; inadequate preparation to begin the program in participation of 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.

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 district.

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. Broadly defined as fifth through eighth grade, need to be seen as the launching pad for a secondary and post-secondary education system that allows 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 experiences is critical to his or her lives’ chances. It is during the middle grades 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 secure 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 ways tailored to local circumstances. The project is focused on meeting that challenge in a practical yet innovative way. Research:

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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 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 progress'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.

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**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, Individual Education Plans, Individual Learning Plans Outcome 2: Improved Student Engagement Indicators: Improved attentiveness, attentiveness, grades

- 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

**Goal 2:** Reduced Spending 1 FY 2013-14 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 & reports 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 Log 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 quarterly. 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.

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