

Budget

Fairport Harbor Exempted Village (045369) - Lake County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (147)

U.S.A.S. Fund #:
 Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		6,000.00	1,920.00	290,000.00	50,000.00	222,235.00	60,000.00	630,155.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	750.00	0.00	0.00	750.00
Safety		0.00	0.00	0.00	6,000.00	8,000.00	0.00	14,000.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		6,000.00	1,920.00	290,000.00	56,750.00	230,235.00	60,000.00	644,905.00
Adjusted Allocation								0.00
Remaining								-644,905.00

Application

Fairport Harbor Exempted Village (045369) - Lake County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (147)

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: Strong Schools Build Strong Communities

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.

As homes go into foreclosure, and/or are abandoned, the value of every other house in the neighborhood is incrementally diminished and the impact on our schools is negative. We propose to transform our community through our students working side by side with real world plumbers, carpenters, electricians, architects, city planners, inspectors, computer programmers, roofers, insulation installers, cement and concrete workers, landscapers, etc. Our student achievement will go up as students work with their hands to rebuild their community, use real world financial literacy skills to work through buying, repairing, and selling a home, and apply their skills to make a difference in their neighborhoods.

130 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Domenic Paolo

Organizational name of lead applicant: Fairport Harbor Exempted Village School District

Unique Identifier (IRN/Fed Tax ID): 045369

Address of lead applicant: 329 Vine Street, Fairport Harbor, OH 44077

Phone Number of lead applicant: 440-354-5400

Email Address of lead applicant: domenic.paolo@fairportharborschools.org

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

First Name, last Name of contact for secondary applicant: Maggie Lynch

Organizational name of secondary applicant: Auburn Career Center

Unique Identifier (IRN/Fed Tax ID): 051169

Address of secondary applicant: 8140 Auburn Road, Painesville, OH 44077

Phone number of secondary applicant: (440) 357-7542

Email address of secondary applicant: mlynch@auburncc.org

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

N/A

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.

Domenic Paolo has been superintendent of Fairport Schools for the past 7 years. During this time, he has brought many innovative projects to his school district: Early College High School, AVID, Race to the Top, Open Enrollment, unique Teacher Evaluation System, full districtwide implementation of project based learning, etc. He has worked with his transformation team to develop ambitious goals that push teachers to think outside the box. Recently his was the only public school district to attend every meeting of the Performance Compensation program for the Race to the Top. Although they did not receive the grant, Mr. Paolo was successful in raising his teachers' awareness to the possibilities of merit pay. Mr. Paolo looked to the Auburn Career Center as well as Lake Erie College (our local 4-year college) to provide students with an accelerated learning program. His vision to have children identify a career pathway by the end of tenth grade with the hopes that few students would remain onsite for their 11th and 12th grades was innovative enough to award his district with an Early College High School Grant. It also began a successful partnership with neighboring career center and its Superintendent Mrs. Maggie Lynch. Mrs. Lynch has led her team to an impressive overhaul of its programs to reflect the needs of the community. She worked with Domenic to house a Quest lab in Fairport Harbor for all students in Lake County Schools' middle schools. Additionally she has provided the district with a career teacher from the JVS to work with all eighth grade students to identify their interests and strengths and help them build successful individual pathways for each student. The Auburn Career Center provides a complete computer lab for the students within the middle school to develop their career choices. The tradespeople will be hired by Auburn Career Center through their programs. Their close relationships with local business and industry has helped them lead the way in Lake County in building a Manufacturing Training Center slated to open soon. The staff at Auburn Career Center has expertise in all areas of the trades and will help teachers develop appropriate project based learning units to work on all aspects of the renovations. They will be partners with the Fairport Harbor middle school staff and mentor them regarding which opportunities would match middle school students' abilities and interests. Conversely, the Fairport Harbor staff will work with the Auburn Career Center in their expertise area of the Common Core and Ohio Learning Standards. Distance learning equipment would be installed to allow our students and teachers to interact with students and teachers from other schools and the staff at Auburn Career Center would work with the Fairport staff to develop these opportunities. The Lake County Educational Service Center provides part-time staff to Fairport Harbor

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.

As an Early College High School we have accelerated coursework for our students. However, our teachers struggle with making core subjects relevant to students. This past year all of our teachers were trained in project based learning - an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects are carefully planned, managed, and assessed to help students learn key academic content while practicing 21st Century Skills. Our goal is to embed project based learning combined with early college and career readiness expectations of the district and community building relevance and critical thinking at a rigorous level. The question we continue to ask ourselves is "How can we bring academics and project based learning to life with our students?" As homes go into foreclosure, and/or abandoned, the value of every other house in the neighborhood is incrementally diminished. Meanwhile this effects our schools deeply. Students and teachers do not always see those relationships. This project attempts to help students and teachers to get out into the community and work with tradespeople on rebuilding our community. First, they will go through the work of finding homes that are in pre-foreclosure, foreclosure, or abandoned. Our schools can acquire those that are abandoned and we will work with village council to acquire one of these for our first project. Teachers will design the project which will marry the academic concepts and 21st Century Skills in a relevant, rigorous project producing a product that will benefit the community. Students will apply

mathematics skills by using the cost calculator based on zip code, determine which and how much of each material they will need, participate in ordering materials, etc. for this project from beginning to end. Students will be matched with a community partner in one of several fields used to locate, purchase, renovate, and sell an abandoned home. Students will work side by side personnel from our local joint vocational school as well as our community experts to learn how to do minor home repairs. Students will take an elective course during one block per day where they can interact with experts in the field, receive tutorials on applied mathematics and science, work onsite on a real project, and complete a long-term project with an authentic outcome. They will be graded with rubrics developed collaboratively with Fairport middle school teachers and Auburn Career Center instructors. They will also receive specific, descriptive feedback from their partners in the field - the tradespeople and businessmen and businesswomen who do these jobs daily.

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. Our school district is always in a continuous improvement cycle. We strive to develop programs that meet the needs of an ever-changing world. Although we have an early college acceleration initiative, we recognize that there are students who might wish to work in a hands-on environment. Balancing the need for academics but making meaning out of those academics is a challenge. Much research points to students' need for relevance in their work and our project will provide a relevant connect to all core subjects while building their perseverance and tenacity needed for success in life. The common core requires us to give students real world problems to demonstrate their learning. While building relevance into the teaching and learning, we will provide students with opportunities to develop their problem solving skills and to apply those skills to new situations. This proposal creates a system where our teachers become active collaborators with people who work in the real world and are held accountable for their results. There will need to be fluidity within scheduling of the school day. However, fundamentally we propose to divide the school day into two parts with the first part developing understanding of concepts and a strong base of skills. The second part of the day would be dedicated to revitalizing our community through making repairs on one of these homes that has gone into foreclosure or abandonment demonstrating the knowledge and skills required for successful completion. It is understood that "school" may take place while out in the field as students learn and apply new concepts and skills in the field. The collaborative work of teachers and trades people will allow for assessment of student work on a professional level. Prior to work in the field, students would learn skills in a design lab repurposed from an existing space in our building. Some of the funds would be used to continue to transform the space so that students could work collaboratively with their teachers and tradespeople. Some of the jobs students will be able to participate in will be soil analysis, CAD design, OSHA Career Safe Certification, project estimator, surveyor, construction/building inspector, plumber, real estate agent, roofer, architect, blueprint reading, drywall installation and finishing, painting, and project manager. The project fits in well with our Early College High School and AVID initiative. Our students will be given many opportunities to discover their passions and strengths and match their career pathway to those.

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. This grant is self-sustaining and built out of renewable resources. After students have fixed the homes, the homes will be sold and that money will go back into the fund to pay for the next renovation project. The collaboration furniture and mobile lab will last for many years to come but can be updated through profits from the sales of future homes. Our tradespeople and joint vocational school teachers will also be paid out of future sales of renovated homes. The impact this grant will have on our community is that it will positively impact the value of surrounding homes and therefore attract families to buy in Fairport Harbor. The pride that goes with living in a community where the students take care of their surroundings cannot be measured. Student achievement is expected to increase substantially as the use of real world authentic learning and assessment becomes the norm. Other schools that have used FabLabs to complement their mathematics instruction have seen 100% passage in their Ohio Graduation Tests in mathematics. We expect our students to have a better understanding of why they need to learn higher levels of mathematics and science. Sometimes it is most helpful to eliminate careers that just don't fit your idea of what they would be like - i.e. maybe being a project manager is just not what one student thought it would be, but another may have found his niche. Many students and parents pay large sums of money for students to discover what they do well. This project will help students discover the many career fields that are out there in home acquisition, renovation, and sales. Additionally, the impact on our teachers will be great as many of them have never worked outside of education. We know that many students don't know what kinds of careers are available and this will be one way for them to examine those opportunities. Another impact will be that our entire community will be involved with our schools as true partners working for common goals

14. What is the total cost for implementing the innovative project?
644,905.00 * 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.).
3000 hours x \$35.00/hr. for tradespeople = \$120,000.00; 3000 hours x \$50.00/hr. for Auburn Career Center staff = \$150,000.00; FabLab with FabEd = \$160,000.00; Basic Homeowner tool set - \$60.00 x 120 students + 6 teachers = \$7,560.00; Set with rack - Huddleboards for collaboration = \$2,000.00; newspaper/online ads - \$500.00; \$60,000.00 for closing costs, purchase price, etc. of home; materials and supplies for construction centers = \$25,600.00; mobile devices for 60 students = \$22,000.00; Unit collaborative planning = \$25.00/hr. x 6 teachers x 40 hours = \$6,000.00 + benefits of \$1,920.00 for present teachers; reconfigurable seats for students by Steelcase, Node Classroom = 30 x \$649.00 = \$19,470.00; Smartboard with UX80 frontmount projector = \$4,390.00; safety equipment for lab and students = \$14,000.00; pan tilt camera for collaboration and teacher station computer = \$1,400.00; lockable storage for equipment = \$14,375.00

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.
0.00 * 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.
Our initial outlay for the home will cover any closing costs, foreclosure fees, etc. and we will keep the budget at \$60,000.00 for this so we can have a good chance to make a profit from the sale. Every student will need his own set of tools for the field and for the design process. We have chosen a basic set of tools at \$60.00 each (much less than a textbook) with 120 students and 6 teachers receiving these tools. The design lab will be outfitted with a digital fabrication lab with FabEd curriculum for \$160,000.00 which includes installation and initial training. Materials and supplies for the various construction centers will be \$15,000.00 and we will leave room for additional spaces to be transformed into new work centers such as a landscape center. We will pay our tradespeople and Career Center folks out of purchased services (\$270,000.00) and Fairport teachers will be given stipends of \$25.00/hr. +\$8.00/hr benefits x 6 teachers x 40 hours = \$6,000.00 salaries and \$1920.00 benefits to develop lessons to be taught in this block for the project based learning units; 3rd party evaluator - \$20,000.00; dust collectors and safety equipment for students = \$

16. Are there expected savings that may result from the implementation of the innovative project?
0.00 * 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.).
Although there may be long-term savings such as decreased need for intervention tutoring, discipline, etc. we will need to study this project in order to determine the full amount of cost savings. There will be no cost increase however to run this program as it is a fully sustainable project. Part of the students' work will be to determine how much of the sale price of the home must be put aside for cost overruns, etc. for the following year's home. There are also significant cost savings to families and communities when students do not have to take remedial courses when they go to college as well as having a career path planned out before graduating high school.

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.
This is a totally self-sustaining project. The seed money for our equipment and refurbishment of the space will not be needed in future years. We will buy a foreclosed/abandoned home and sell it by the end of the year each year. This project will always be a second semester project so we have the first part of the year to have career visits, work with our career center partners, and be trained on the equipment. Safety seminars will be given by our tradespeople. The sale of the renovated home will make this project 100% self-sustaining. Our lab will be used for a variety of project based learning activities and students will take elective courses in home repair, etc. Should we have a year where we don't sell a house right away, then we will work on the curb appeal of a neighborhood including putting in new landscaping, working with the homeowner to repair broken windows, doors, etc. Where there is a house, there is always repair work to be done.

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): January - August, 2014
* Narrative explanation
January - March, acquire property to renovate; give students pre-assessment on career interests January - announce to community through website; meet with Auburn and tradespeople partners;

presentation to the board Early January - put in all purchase orders January - teachers work on curriculum with Auburn partners January - February - students do research on foreclosed/abandoned homes in Fairport; students attend mini-lessons by tradespeople on how to do a variety of simple home repairs February - with help from mentors, students plan out renovations; develop design of renovation based on home acquisition March-May - alternate work in design lab and onsite to make renovations March-May - alternate FabLab training and building marketing plan June - put house on market Possible barriers: inclement weather, late closing on house Solutions: reverse order of project to do what can be done in bad weather; make sure everything is ready for closing so it is "shovel ready"

Implement (MM/DD/YYYY): January - August, 2014

*** Narrative explanation**

From January - March teachers will work with Auburn mentors to develop rubrics for formative assessments of the project based learning unit. Students will work on writing press releases to the local newspapers and school website chronicling progress. Other students will do a photo essay of the work as it progresses. Students will develop learning logs for their daily work and their mentor will check in and make suggestions for progress. Teachers will use their morning collaboration time already in their schedules to discuss how things are going and make mid-course corrections. Students will be learning content and skills to work with those career professionals in the field. Possible barriers: enough time to get project well designed Solutions: use collaboration time already set aside in contract; redistribute staff duty time to work on lessons

Summative evaluation (MM/DD/YYYY): August 30, 2014

*** Narrative explanation**

A third party evaluator will be attained to do a summative evaluation of the project. We will look at our student achievement, survey results, rubrics of collaboration and 21st century skills used to formatively assess the work, etc. We will also periodically work with our tradespeople to determine student's individual progress in the soft skills for the work they are doing in the field. We will use the format of the Buck Institute for all of our project based learning units from the launch to the culminating event - selling the house. Auburn Career Center and the Lake County ESC just received a grant to do advanced PBL lessons with staff in Lake County including bringing in a Buck Institute trainer. We will use the rubrics and templates by BIE to evaluate our program and work collaboratively with our career center partners to build a high quality project based learning unit.

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

It is our expectation that our teachers will begin to integrate more 21st Century skills in all of their classrooms as a result of participating in this 6-month project based learning for our middle schoolers. Changing the way teachers have always instructed is easy in theory but not so in practice. Teachers need time to see what it looks like, reflect on how they need to change to fit the practice, and collaborate with one another. This project gives teachers a Community of Practice with fellow teachers from another school, Auburn Career Center, and practitioners in the field. They get to experience how project based learning is done in the field of work. Teaching schedules and brick and mortar buildings built in the early 1900's do not easily lend themselves to collaborative processes. We have to find ways to help our teachers and students collaborate. This grant is going to offer them a place set up for collaboration and 21st century skills. They will be able to work with others on projects and brainstorm together when something doesn't work. They can take their strengths and bounce them off another's weaknesses, yet work comfortably together. And when students see teachers collaborate, it makes a more collaborative environment for them. All of our middle school teachers will be working with students together in the design center or onsite at the renovation. We expect that it will be easier for our teachers to come up with more relevant applications for students' homework, classwork, and projects after experiencing this project. Teachers will also begin to collaborate online with other teachers and be able to share what they are learning with their students. We expect to see our teachers take the role of facilitator more often and the classrooms to become more student led. The huddleboards and other collaborative furniture make it easy to have students move from large group to small group to individual work in seconds whereas many of our classrooms are crowded and do not lend themselves to any type of groupwork.

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.

This project will have a significant impact on our entire community. Our students will achieve at a higher rate, and many of our tradespeople living in the community will get to know the students as an asset to the community. We will be helping our students feel accomplished as they see their neighborhoods improve as a result of their work and our students will understand the relevance of the core subjects in the real world. Financial literacy is required coursework at the middle and high school level but often does not have real meaning to our students. With this project, students will work with ratios, percentages, budgets, loans, foreclosures, annual percentage rates, assets and liabilities, and many more in the context of a transdisciplinary unit. Many metacognitive studies have shown that scaffolding, guidance, and descriptive feedback have a significant effect on student achievement. The basis of project based learning revolves around these principles and the Buck Institute for Education lists an interactive table of 21st Century Skills that project based learning addresses. This grant addresses the workforce readiness skills of communication, collaboration, and critical thinking in real world activities. The research by Marzano states that "students need to know why they are learning". This grant proposal puts the why in the front of the work and students quickly gain the understanding of the relevance of school to work.

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

Yes

No

22. If so, how?

In neighborhoods where a foreclosed home might be boarded up and plastered with large signs advertising bank-owned or repossessed, they may remain abandoned for years. As they sit idle, they become outlets for pranksters, dumping grounds for used car parts, and weeds cover the sidewalks. The effects of these abandoned homes resonates through the community from decreased home values to increased vandalism. A loss of tax revenue affects everyone and sometimes one abandoned home begets another. Crafting a project based learning program for our students in any neighborhood helps them to appreciate using one's hands to make something more beautiful, how much it costs to make repairs, and to see how abandoned homes leave a mark on the community. Having students work on these types of projects gives them a chance to apply what they are learning in school to real life and to make some career choices based on more knowledge of what goes into each project as well as their hands-on experiences with the jobs.

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

The substantial value in this project is increased student achievement, students and teachers equating relevance to the teaching-learning process, and a significant boost to community pride. Refurbishing neighborhood blight into a family home affects all stakeholders. When you drive or walk past an abandoned or foreclosed home, the impact is not positive. But when you see students and their teachers collaborating with others to fix up a home so it will attract buyers and ultimately add to the value of the entire neighborhood, the impact is both positive and lasting. With students adding positive touches to other neighboring homes, they may be helping out an elderly person who can no longer cut his hedges or plant flowers or paint his porch. They are impacting intergenerational relationships and recapturing the value of the property. In the case of abandoned homes, the cost savings to municipal groups is tremendous. Where there is an abandoned house, there is a need for someone to prevent crime and fire, clean up garbage thrown on the property, etc. Making this a project for our middle school students builds relevance in their schoolwork but also helps them to be contributing citizens to their community. We hope that this will be the beginning of a community wide effort to clean up our neighborhoods and to not allow them to go into decay. We also hope that this project will inspire our students to choose careers based on what they really enjoy doing.

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.

100% of our middle schoolers will pass the state achievement test in mathematics and science. We will build a pipeline of community volunteers to work with our students. Our teachers will teach at least four transdisciplinary units every year. Teachers will use rubrics as formative assessments in regular classroom work. Integrated projects will result in deeper learning.

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.

We will move our projects around based on availability, weather conditions, etc. Because this is Northeast Ohio, weather can be difficult to predict. We will have alternative lesson plans in the event of inclement weather. Our teachers and mentors will meet regularly to formatively assess the students using collaboration rubrics, content assessments, and observations. Students having difficulty with an area will be moved to a different mentor/task so they can experience success. Students will also do some self-assessing before, during and after the project based learning unit. We will also use our PRO-CORE formative assessments to determine if students are learning the content for our chosen standards. If not, we will reinforce, reteach, etc. back in the regular classroom. If students have difficulty with 21st Century Skills - collaborating, problem solving, etc. we will run mini-seminars on those areas co-taught with our business and industry people. This will help students see the importance of working as a team to solve real world issues. Students must pass competency tests to be able to use some of the tools in the classroom as well as all safety trainings. These will be documented with certificates of completion. For students not passing the competency tests, they will be given one to one instruction until they are able to pass the test with complete confidence of the evaluator. Our overall program will be monitored by a third party evaluator and we will use our Race to the Top Transformation team to review the work with the evaluator. This team meets monthly and is made up of several teaching teams. For the purpose of evaluating this project, we will invite representatives from Auburn and our tradespeople to give input. The third party evaluator will also help us take a pre and post survey of our community to get a baseline and summative growth on the impact of our students getting out in the community to work.

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.

AcceptDomenic Paolo, Superintendent Fairport Harbor Exempted Village Schools 329 Vine Street Fairport Harbor, OH 44077 October 24, 2013