

Budget

Beachwood City (043554) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (75)

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		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	75,000.00	0.00	0.00	0.00	75,000.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	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	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		0.00	0.00	75,000.00	0.00	0.00	0.00	75,000.00
Adjusted Allocation								0.00
Remaining								-75,000.00

Application

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Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:

University Hospitals/Beachwood High School Medical Academy

2. Executive summary: Please limit your responses to no more than three sentences.

The purpose of the University Hospitals/Beachwood High School Medical Academy program is to provide the optimal academic and experiential foundation for students who will pursue professional careers in the medical and/or healthcare field by immersing them in a rigorous and varied curriculum, housed in Beachwood High School and multiple sites within the University Hospitals healthcare system. The Medical Academy will be a multi-year program tailored to prepare learners for post-secondary studies in the medical and/or healthcare field by permitting and encouraging them to transition seamlessly from academic mastery to applied learning experiences within the context of a premier health care institution. The Straight A Fund goal addressed will be "Student Achievement."

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

Pre-K Special Education

Kindergarten

1

2

3

4

5

6

7

8

9

10

11

12

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

First Name, last Name of contact for lead applicant

Ken Veon

Organizational name of lead applicant

Beachwood City Schools

Address of lead applicant

24601 Fairmount Blvd Beachwood, OH 44122

Phone Number of lead applicant

216-464-2600

Email Address of lead applicant

kev@beachwoodschoools.org

6. Are you submitting your application as a consortium? - Select one checkbox below

Yes

No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Good doctors are a necessity in the United States with its aging population and rising percentage of senior citizens. Yet, many young people who pursue professional careers in the field of medicine never complete their training. Nationally, drop-out rates of Pre-Med majors are among the highest of any field. "It's no secret that many enter college with the idea of pursuing medicine, but a much smaller number graduate with these same aspirations. It is understandable that some will drop this career path because they find they have no interest in the field or don't wish to put in the time it takes to learn difficult concepts. But these reasons do not account for all the students who drop the pre-med track by sophomore year" (Natalie Colaneri, The Dartmouth, January 12, 2012). The University Hospitals/Beachwood High School Medical Academy seeks to lessen the chances that students who leave Beachwood High School to pursue medical careers will suffer such a fate. In developing the University Hospitals/Beachwood High School Medical Academy, Beachwood staff interviewed Beachwood graduates who entered pre-med college programs. Their comments and suggestions, based upon personal experience, have influenced our model. We are also aware of other models of collaboration between school systems and health care institutions. However, none match the level of immersion inherent in ours. The closest in theory seems to be the American Heritage School Medical Professionals Program in Boca Delray. This private college-prep institution hosts a defined curriculum and prescribed course sequence, however, it lacks the highly valuable collaborative component that is offered to Beachwood by University Hospitals. Other examples of hospital/school cooperation take the form of health clinics on school grounds and summer medical camp experiences for prospective doctors. However, we know of no model that so seamlessly combines the multiple resources as effectively as ours.

The proposed innovation and how it relates to solving the problem or improving on the current state.

The Medical Academy will be a uniquely powerful collaboration between Beachwood City Schools and University Hospitals that will harness the respective strengths and resources of both institutions resulting in a synergistic program of rigorous academic preparation for students contemplating careers in medicine at the post-secondary level. The purpose of the Academy will be to equip students for the challenging post-secondary curriculum associated with such medical careers. BHS graduates who complete the Academy will be uniquely qualified to pursue professional careers in medicine with a heightened level of academic confidence and preparedness and consequent opportunity for success in their college programs. The Medical Academy will be a Grade 9 through Grade 12 STEM (Science Technology Engineering Math) program housed at Beachwood High School with some of the specialized higher level courses and/or laboratory experiences housed at appropriate University Hospitals facilities. Students will enroll in the program upon satisfactory completion of academic prerequisites, coupled with parental approval and recommendation from a guidance counselor. Underclassmen in the Medical Academy will be taught by select BHS teachers in the areas of Science and Math. The curriculum will consist of Honors level and Advanced Placement courses that constitute a strong academic foundation for professional careers in the medical fields. Advanced laboratory courses will constitute a critical element. During the senior year, students can participate in related instructional and applied programs at selected University Hospitals training sites. Such opportunities, overseen and taught by UH personnel, subject to the educational oversight and approval of BHS, can afford high school credit through the Ohio Department of Education's Credit Flex program with the approval of a course template and associated program activities by an appropriate BHS Credit Flex Committee (subject area specialist, guidance counselor, and administrator). Such UH site-based learning opportunities may also qualify for service credit hours applied toward graduation from Beachwood High School. A Coordinator/Director of the program, selected and approved by University Hospitals and Beachwood City Schools, would assist with the development of curriculum and serve as a liaison between UH and the high school. Such an individual would, in cooperation with select high school faculty and district administrators, oversee course development and sequencing, design programming, assist with student placements, and publicize successes of the program. The Academy will be overseen by an advisory council (number yet to be determined) whose representatives will consist of members of both institutions' governing bodies or operations teams. Major components of the program (high school academic courses) will remain responsibilities of the Beachwood City School District Board of Education as will the employment of instructors and administrators associated with the hosting of those courses. The Coordinator of the Academy would ultimately be employed by University Hospitals. The Straight A Fund is designed to promote innovative, sustainable, transformational program models for Ohio's schools. Through the Medical Academy, Beachwood High School, in collaboration with University Hospitals, is prepared to provide a new unique model of unparalleled academic support for a public school system with a community health care provider. In addition to the aforementioned student benefits cited in the first section of this project description, other tangential benefits exist. The University Hospitals and Beachwood High School Medical Academy will combine the resources of two distinct entities to their mutual advantage. This will serve as a model curriculum for replication.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels,

content areas as appropriate) in the box below.)

The Straight A Fund goal that is addressed by our proposal is Student Achievement. Ironically, we are attempting to enhance student achievement among our highest performing students, yet they are precisely the ones who are often overlooked in the traditional K-12 public school setting. This program will not only serve to demonstrate student achievement within particular subject areas; it will afford students the opportunity to acquire and master knowledge beyond those traditional subject areas and to apply that knowledge to the study of medicine through real and meaningful activities. A portion of the assessments used to demonstrate Student Achievement will come through the normal assessment cycle of students who are enrolled in the Academy. Such students will be subject to the same battery of state tests and the same Advanced Placement examinations as their peers who are not enrolled in the Academy. While we can benchmark them against such peers, such a comparison has but limited worth. It would be difficult, if not impossible, to demonstrate that participation in the Academy serves as the independent variable in such a comparison. It is a safe assumption, based upon historical data, that both groups will do well on such measurements of student achievement. However, in addition to advanced high school course offerings, Academy students will be afforded the opportunity to apply their knowledge in hospital settings through internships, field student assignments, volunteer activities, and Credit Flex courses at select University Hospitals sites. Such experiences will greatly broaden their knowledge of the health care industry and provide them with insights that few high school students possess. The resultant formative and summative assessments of their performance by those within the health care industry will serve as documentation of their progress and success. Ultimately, one of the surest indicators of student success will be the data provided by students who successfully complete the program and move on to pre-med programs in college. The degree to which they feel confident and prepared, successfully navigate the college curriculum, and ultimately graduate to enter medical school will be our most compelling evidence of ultimate success. In an effort to gather such information, we will develop and maintain a data base of students enrolled in the Academy so that we can maintain contact with them throughout their college careers. Such contact will include surveys and interviews designed to gather information related to their academic preparedness, progress achieved within their chosen field, the role that the Academy may have played in their success, and suggestions for improving the Academy program.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

10. Which of the following best describes the proposed project? - (Select one)

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

75,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Program costs associated with Academy components housed at Beachwood High School would remain the responsibility of the Beachwood City School District Board of Education. University Hospitals Medical Center would assume costs (salary and benefits) of the coordinator/director, and any UH-based site costs. We are seeking \$75,000 for the 2014-15 school year to offset the cost of the coordinator/director. The total cost of implementation represents a true investment of resources by both the Beachwood City School District and University Hospitals. The willingness of UH to offer its facilities as sites for fieldtrips, internships, and formal instructional space represents a significant financial commitment. Implementation of the Academy represents cost shifting for Beachwood High School. Teachers who instruct honors and AP level science and math courses taken by Academy students as part of that program's curriculum would still be teaching such courses if the Academy were nonexistent. Thus, the inclusion of a portion of those teachers' salaries and benefits in the Medical Academy budget does not represent actual additional expense.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

The new and recurring costs will be the salary and benefits for the Medical Academy Coordinator. As noted elsewhere, these costs will increase in years three and four of program implementation as the person's FTE status rises from half to full-time. However, pending documented success of the Academy, it is anticipated that UH will assume the cost of the Coordinator's salary and associated benefits.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

0.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

Although there are no direct savings from implementing this program, the University Hospital's commitment to fund the program after demonstrated success for the coordinator's position leaves a cost neutral venture for Beachwood Schools. However, it constitutes a major increase in learning opportunities and associated programming for students in the fields of science and math because it harnesses the resources of University Hospitals Health System. Long term, the Medical Academy could yield a genuine and sizable cost savings if it evolves into a multi-district consortium. As such, program costs could be divided among several participating school districts that could send students accepted into the program to complete the math and science portions of the program at Beachwood High School, thereby reducing costs and yielding a benefit to all who participate. Beachwood is familiar with such consortium models in career tech and special education, serving as both a participant and a host to several. In addition, the Beachwood Schools have made efforts to reduce spending in other areas of operations to allow programs like this to be sustained. With a reduction of spending over 1.5 million dollars over five years, programs like this one are able to be sustained.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The University Hospitals/Beachwood High School Medical Academy is a self-sustaining program because, as outlined above, the portion of its funding that will be covered by the Straight A Fund is anticipated to be replaced by funding from UH itself. That funding will be used to cover the cost of the Academy Coordinator which is expected to increase commensurate with the growth of the program from a .5 FTE Coordinator to a full-time Coordinator in years three and four of the program's existence. Other operational costs associated with personnel and facilities will remain the responsibility of UH and the Beachwood City School District. The designation of those resources for Medical Academy use, while included in the program budget, does not affect overall costs of operation. If the Academy did not exist, such personnel would merely be allocated to other programs. As stated above, and demonstrated in the financial impact table, the Beachwood Schools have made a conscious effort to reduce costs in other areas of operations to show a 1.5 million dollar reduction to enable programs like the UH/Beachwood Medical Academy to be sustainable.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range June 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Beachwood City Schools administration met with University Hospitals administration and legal counsel to propose the University Hospitals/Beachwood High School Medical Academy and agreed in principle to proceed with planning for the start of the 2014-2015 school year. Beachwood High School instructors are being identified to teach the associated math and science curriculum and new electives are being proposed which will augment existing curriculum. Timelines have been drawn up about information nights, internships, blended classes (summer online/brick and mortar classes led by UH instructors) and field experiences for students throughout the year. These will be implemented starting in June 2014 (summer academy).

* Anticipated barriers to successful completion of the planning phase

None. The partnership has been one of true collaboration. The doctors and program coordinators from UH and administrators from Beachwood have worked seamlessly with a clear vision about the rigorous and challenging program offered to students to prepare them for pre-med programs in college. The planning stage has been seamless.

18. Implementation - Process to achieve project goals

* Date Range June 2014

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

In June 2014, the Academy program will be presented to the Board of Education and the appropriate UH governance/administrative board for approval. With the appropriate teacher assignments and course adjustments in place, a Coordinator (funded by Straight A dollars) will be secured by UH in cooperation with Beachwood City Schools. The Academy program scope and sequence will be defined and finalized. New courses with corresponding curriculum will be developed. Because the Academy's first enrollees will be primarily Freshman students from

the Class of 2018, the maturation timeline for the program to achieve full capacity will extend to August 2015. Thus, the FTE of the coordinator would begin as a .5 assignment for years one and two with the understanding that the start-up and implementation of the program would require more time and effort than the actual number of students enrolled during its first two years, January 2014 to June 2015, would indicate.

* Anticipated barriers to successful completion of the implementation phase.

The only barrier that could impede, on an individual basis, is the time of the information nights, the summer academies, and the field experiences that conflict with student schedules. Many of our students are in fine arts programs, athletics, and religious programs that could conflict with certain nights. It's important that students attend all aspects of the program, but we want to acknowledge that students are still growing and participating in extracurricular activities are important.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range June 2015

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

Summative evaluation of the Academy will occur on an annual basis and will include both quantitative and qualitative data. The former will incorporate state-mandated criterion-referenced tests, teacher-crafted assessments, and Advanced Placement examinations. Qualitative methods will include student, staff, and UH personnel surveys. Long term, alumni interviews will be conducted to learn the effects of the Medical Academy learning experiences on students' eventual success in pre-med college programs of study.

* Anticipated barriers to successful completion of the summative evaluation phase.

A barrier for the successful completion of the summative evaluation phase would be using the mixed-methods approach. The data from the qualitative investigation may not collaborate the qualitative information and vice-versa. This is something that will be addressed, but not anticipated to be an issue.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The UH/BHS Medical Academy represents a significant innovation in programming and resultant instruction for high-performing college-bound students. It borrows from an applied model of active learning more common in a Tech Prep or vocational setting. The resultant program offerings are less site-restricted, occurring at multiple sites in different locations depending upon the nature and purpose of the specific programming component. The activities promote real-world engagement of learners as they apply knowledge and skills to solve real-life problems. Such applied activities contribute greatly to the relevancy of learning. While other partnerships exist between school systems and health care institutions, none represent the degree of immersion inherent in this program. The result will be the inspiration of learning through doing. In addition, this is a beginning step toward offering blended learning services. Some of the classes not offered at the Beachwood City Schools, such as Anatomy and Physiology will be offered by University Hospitals partially online and partially at their various facilities. This kind of blended learning will help students prepare for college and careers in the medical fields in a real world manner. Finally, this model will utilize the intellectual, monetary, and the facility resources of UH, to provide students with experiences that could not be afforded by a public school district.

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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. 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.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

The Association of American Medical Colleges estimates that in 2015 the country will have 62,900 fewer doctors than needed. And that number will more than double by 2025, as the expansion of insurance coverage and the aging of baby boomers drive up demand for care. Even without the health care law, the shortfall of doctors in 2025 would still exceed 100,000 (NY Times, 2012). This problem can only be "fixed" by encouraging students to choose these fields in medicine. By implementing this program at a small scale to start and helping other districts replicate this process, the UH/Beachwood Schools partnership is helping solve an issue that is forecasted to be a national problem. In addition, by working together, students will hopefully be enticed to stay in the Great State of Ohio to grow the state and local communities into a national healthcare model to improve the state economy. If we don't prepare students now, the problem is going to be a continuous issue. This partnership is rivaled by none, as the program is a rigorous and challenging program that will help produce some of the best physicians and doctors in the world. This is a low-cost initiative for both the Beachwood Schools as well as University Hospitals that will pay dividends in years to come.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

The impact of the University Hospitals/Beachwood High School Medical Academy will be evaluated by a host of measures, both quantitative and qualitative, that yield a host of information. These include student performance results: Traditional teacher-generated academic assessments of a formative and summative nature (ongoing), End-of-Course Exams (annually), Advanced Placement Examinations (annually), Credit-flex course grades (semester/annually), Internship assessments/grades (quarterly, semester), Volunteer experience evaluations (periodic). The evaluation instruments will also include surveys of those involved with the program: Instructor/Hospital staff feedback questionnaires, Student participant surveys, Alumni surveys of graduated who participated in the program. Additionally, success will be validated by: Continued annual funding of the program Coordinator by UH, Successful marketing of the Academy as an example of educational reform and collaboration on the state and national stages.

* 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 project's progress).

Quantitative indicators of success will abound in the form of student assessments. However, this program greatly broadens and redefines the meaning of student performance as it applies to a traditional high school setting; it does not seek merely to accelerate it. Accordingly, the qualitative research elements manifested in the surveys of participants and graduates, will be equally important in determining the program's long-term efficacy. Ultimately, the single most compelling piece of quantitative data will be the percentage of Beachwood students who pass through this program and successfully graduate from college to enter medical school compared to the percentage of students among the general population of college students nationally who declare as pre-med majors. The Medical Academy, like any academic endeavor will be in a healthy continuous state of change, revision, and enhancement. Each new component will present new opportunities for growth. Change will be, in many ways, exponential. The resources available through the Beachwood City School District and University Hospitals are abundant. By coupling two entities, both with reputations for excellence in their respective fields, we believe that the resultant program will constitute a highly innovative educational opportunity and thereby qualify as a deserving recipient of Straight A Fund support.

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

If needed, the implementation team will make adjustments as needed. The team will convene to look at information on a quarterly basis to determine changes necessary, such as topics, participation requirements, and satisfaction surveys. As needed, the team will make changes that are available at the time (such as topics at evening events, internships, etc.) and at the end of the year look at changes for things like requirements to participate, summer classes, etc. that are not able to be changed mid-year.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

The Medical Academy Model serves as an excellent example of adding value to an educational program. That value comes in the form of unique learning opportunities for high school students afforded by University Hospitals. The institution's resources compound those of the schools alone. UH's personnel, facilities, equipment, and the educational programming created with Beachwood City Schools open a world of opportunity that would otherwise be unavailable to high school students. Hopefully too, the Medical Academy program will expose doctors and professors to student talent that may be retained or enticed to return to Northeast Ohio to pursue careers. One cannot minimize the significance of the relational importance of this program that allows students to know personally practitioners in the medical field. Ultimately the truest measure of the program's success will be its effectiveness in preparing students for rigorous pre-med college programs. While the immediate beneficiaries of the program will be the high school students who participate in it, the real beneficiaries will be the doctors and health care professionals whose academic journey included the University Hospitals/Beachwood High School Medical Academy. Their success in their chosen field, and ultimately the welfare of the patients whom they serve, will attest to the Academy's lasting worth.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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.

The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

A portion of the assessments used to demonstrate Student Achievement will come through the normal assessment cycle of students who are enrolled in the Academy. Such students will be subject to the same battery of state tests and the same Advanced Placement examinations as their peers who are not enrolled in the Academy. It would be difficult, if not impossible, to demonstrate that participation in the Academy serves as the independent variable in such a comparison. It is a safe assumption, based upon historical data, that both groups will do well on such measurements of student achievement. However, in addition to advanced high school course offerings, Academy students will be afforded the opportunity to apply their knowledge in hospital settings through internships, field student assignments, volunteer activities, and Credit Flex courses at select University Hospitals sites. Such experiences will greatly broaden their knowledge of the health care industry and provide them with insights that few high school students possess. The resultant formative and summative

assessments of their performance by those within the health care industry will serve as documentation of their progress and success. Ultimately, one of the surest indicators of student success will be the data provided by students who successfully complete the program and move on to pre-med programs in college. The degree to which they feel confident and prepared, successfully navigate the college curriculum, and ultimately graduate to enter medical school will be our most compelling evidence of ultimate success. In an effort to gather such information, we will develop and maintain a data base of students enrolled in the Academy so that we can maintain contact with them throughout their college careers.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

Beachwood can easily recreate the steps undertaken to implement the University Hospitals/Beachwood City Schools Medical Academy model by describing in detail the process of engaging in conversations with a health care entity, aligning and expanding curricular offerings, and collaboratively preparing a palette of applied learning, immersion opportunities with the partnering institution. Beachwood plans to showcase and market the Medical Academy model at state and national conferences. The model's ability to be replicated will be a major factor in its appeal to others. This process took approximately 6 months of visiting facilities, sharing visions for the program and initial planning, parent meetings, and communications. Also, as noted in an earlier response, the Academy model could easily be expanded into a consortium to permit multiple school districts to participate if such an arrangement were aligned with the wishes of the founding entities, in this case, University Hospitals Health System and the Beachwood City Schools Board of Education.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

Ken Veon Director of Curriculum and Technology Beachwood City Schools 24601 Fairmount Blvd Beachwood, OH 44122
kev@beachwoodschoools.org 216-464-2600 x230

Consortium

Beachwood City (043554) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Beachwood City (043554) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
PJ	Hrehocik	216-488-4770	Patricia.Hrehocik@UHhospitals.org	University Hospitals		3999 Richmond Rd, , Beachwood, OH, 44122	

Implementation Team

Beachwood City (043554) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Ken	Veon	Director of Curriculum and Technology	The team implementing the project will include administrators from Beachwood City Schools and University Hospital Health Systems. It is composed of individuals who possess a wealth of information in the fields of education and health care.	The Beachwood Schools team consists of experts in the areas of curriculum, instruction, leadership, management, and finance. Collectively, it has a long and extensive history of developing and managing innovative educational programming designed to address a varied multitude of educational needs over several decades in various school districts. Currently, the Beachwood City School District serves as the fiscal agent for several Tech Prep consortium units enrolling students from nine area school districts including Beachwood. The district also houses several special education units that enroll students from throughout Northeast Ohio. As fiscal agent, Beachwood oversees the annual budget for these programs, totaling \$4-\$5 million dollars. That fiscal experience, coupled with Beachwood's history of perfect audits and its Aaa bond rating, serve as evidence of its ability to manage effectively any potential Straight A funding.	The UH team consists of hospital administrators, doctors, and nurses. UH's primary facility is University Hospitals Case Medical Center (UHCMC), which is an academic medical center and one of the foremost teaching hospitals in the region. As a teaching hospital, UHCMC is preeminently suited for collaboration with Beachwood City Schools. In addition to UHMC, UH is made up of five wholly owned community hospitals at six locations, three joint venture hospitals, 21 health centers, over 4,000 medical providers, more than 14,000 non-physician employees, and seven clinical-care-delivery institutes. UH's success with its educational programs involving college and graduate students offers promise that it will achieve similar results with well-prepared younger ones.	