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Adjusted Allocation: 0.00

Remaining: -506,634.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Berkshire STEM School

2. Executive summary: Please limit your responses to no more than three sentences.
To implement the goals of increased student achievement, spending reductions in the five-year fiscal forecast, and utilization of a greater share of resources in the classroom, a partnership has been formed with Berkshire Local School District stakeholders, the Great Lakes Science Center, Geauga Growth Partnership, OHIO Stem, INFO Ohio and TIES will work collaboratively with students and parents from Kindergarten through 12th grade, developing and applying aptitude and knowledge to real-world conditions, making children college and career ready. The entire district will implement project based learning in all content areas and a school within a school model will be developed starting with 7th grade and eventually having a 7-12th grade model.

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.

923 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
Dawn Neilsen
Organizational name of lead applicant
Berkshire Local Schools
Address of lead applicant
P.O. Box 364, Burton, Ohio 44021
Phone Number of lead applicant
(440) 834-3380 Ext 2108
Email Address of lead applicant
dawn.neilson@berkshireschools.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
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

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**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**
  - Currently in Geauga county there is not a STEM focused district or program that students can enroll in to experience hands on learning K-12. With a very rich industrial community and many of our students graduating without the skills needed to obtain a job within their own community, Berkshire would like to be the facility to offer this type of learning. We will be able to offer this type of environment to all students in Geauga County because we offer open enrollment. By training the staff to offer project based/STEM and offering the school within a school model for students 7-12th grade we will be able to prepare the students for jobs in their industrial rich community.

- **The proposed innovation and how it relates to solving the problem or improving on the current state.**
  - By developing STEM/Project based learning across all content areas for students K-12 the Berkshire Local schools will be able to offer the type of college and career readiness skills for students to not only successful in STEM related fields, but any career field. The major component of STEM learning is to increase the problem solving, math and literacy skills of students through real life scenarios. By training our staff district wide and offering a variety of learning options for students we will be able to prepare them for any career or college of their interest.

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.)**
  - Our goal is to increase student achievement through STEM education. Students are graduating without the ability to obtain a job in their industrial rich community and with STEM education we will be able to provide them with the skills they need in order to obtain a job out of school. Our goal is to increase our graduation rate and our value added score to above expected growth in all content areas and grades.

- **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.)**
  - Please see the attached fiscal forecast reports.

- **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.)**
  - Teachers will collaborate across content areas K-12 to develop Project Based/STEM learning units, this will be accomplished during PLC time that is held on a weekly basis in our district.

- **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**

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**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 centers, 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.

506,634.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The overall budget is for professional development for all teachers K-12. The design, building and equipment of a FabLab for the school within a school model. All instructional materials and upkeep for equipment and on-going curriculum needs.

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.

Sustaining costs will be minimal. $5,000 will be budgeted for professional development in FY17-FY20. $8,000 will be budgeted for supplies in FY17-FY20

- 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.

203,278.00 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 due to a reduction of special education costs.

Savings of $83,278, each year will be attained due to attrition of 1 certified staff member for FY17-FY20, $120,000 is savings will be realized due to a reduction of special education costs.

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 initial phase of the project; to train staff and develop the Fablab is the major expense to start this project. With our CCIP funds we will be able to maintain our staff through the PD funds available, the Geauga Growth Partnership will be able to help with keeping maintenance and materials cost low and our open enrollment funds for students wanting to access this type of education will fund the remaining need components after the grant funding has been dispersed.

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 August 2014-May 2015

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

Phase One, The Interest Phase: The Superintendent and Director of Curriculum are recruiting teachers with an interest in the areas of Science, Technology, Engineering, and Math (STEM) and Project/Problem Based Learning (PBL). Berkshire Local School District currently has a total of four (4) volunteers that would like to lead projects in the areas outlined above. Phase Two, The Exposure Phase: Berkshire Local School District sent teachers to the 21st Century K-12 STEM FabLab (other districts' teachers are encouraged to attend), which is composed of four (4) session programs: October 18, November 8, November 12, and December 6, 2013. PBL 101 and 102 and PBL 201 and 202 are also courses offered through the Great Lakes Science Center (GLSC) in the upcoming spring/summer. Teachers will learn how to utilize the equipment in a FabLab (laser cutters, vinyl stampers, etc.) and will ultimately develop year long units through the spring/summer PBL programs/courses. Students will create products for projects that connect to the Common Core Curriculum. The lead teachers will then work with all elementary teachers in the Berkshire district during Professional Learning Committee (PLC) meeting time to develop a unit that incorporates the learning standards required in the curriculum, while solving a problem(s) from, with and for a local area business(es). Teachers and students will then complete a capstone project during the month of May in the FabLab; the product will be the student's or team's solution to the problem posed by the local company.

* Anticipated barriers to successful completion of the planning phase

There are none at this time

18. Implementation - Process to achieve project goals

* Date Range Beginning August 2015
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:

Currently a portion of our CCIP funds, Improving Teacher Quality, are supporting the training of the teachers for the FabLab, the renting and use of the mobile FabLab through Great Lakes Science Center, and the initial training of the teachers that will staff the STEM school within a school model. The Innovative Education Project Partnership (IEPP) meets each of the goals because students will be entrenched in real-world scenarios with hands on learning from K-12 (student achievement). Because of the partnerships formed and the collaboration that occurs, utilization of a greater share of resources local businesses and in the classroom will transpire. With the award of this grant, we will be able to provide the training to the teachers and provide students with a 21st Century FabLab that will give us the tools to make Berkshire Schools an innovative educational service model for Geauga County. The grant will make it possible to prepare students for 21st Century skills and allow them to be highly skilled and marketable after graduation within the local community.

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.

As President Obama mentioned in his State of the Union address that we need to "Think about the America within our reach: A country that leads the world in educating its people. An America that attracts a new generation of high-tech manufacturing and high-paying jobs," By offering this type of STEM learning K-12, with a strong internship basis for our students we will be able to develop students with strong problem solving, math and literacy skills that will enable them to tackle not only STEM related fields but any career/college interest with high levels of rigor. We need to prepare our students for the future that will be their own when they graduate. Current STEM schools throughout the country have increased rates of student growth, high college acceptance rates and students that have careers available out of high school. By building a model in a community that has a high level of industry we feel this program will be extremely successful in replicating those statistics.
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.

Dawn Nielsen/440-834-3380 ext 2108 will be the evaluator of the project. The method of evaluation will be improved and maintained levels of value added growth and will be an internal evaluation.

* 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).

Long Term- local employment rates and college acceptance rates will improved rates of growth for areas that deficient to move up one standard each year and rates of growth that are above expected growth will be maintained through the value added scores.

* 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.

We can modify the method of measurement to include graduation rates, college acceptance rates, SLO data, teacher effectiveness/quality and local employment rates.

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.

Our program hopes to achieve student growth across all content areas K-12, provide students with strong problem solving skills, math and literacy skills, improve our graduation & college acceptance rate and to reduce the unemployment rate overall in our local area.

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**

The evaluative component will be looking at the value added score in our district on an annual basis. Our goal is to have our district maintain solid areas of above expected growth and for areas deficient in growth will move a standard up each school year in value added. This will be reviewed annually and growth is expected to improve by a standard measure annually.

* **Spending Reduction in the five-year fiscal forecast**

Savings of $83,278, each year will be attained due to attrition of 1 certified staff member for FY17-FY20, $120,000 is savings will be realized due to a reduction of special education costs.

* **Utilization of a greater share of resources in the classroom**

Teachers will work collaboratively across content areas K-12 to achieve project based learning/STEM units. This will allow for a sharing of resources and increased content collaboration between teachers.

* **Implementation of a shared services delivery model**

* **Other Anticipated Outcomes**

Improved unemployment rating in our local area.

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

Geauga County is very unique in that it still hosts a very healthy industrial rich community, where as in most areas of Ohio industry is dwindling rather than thriving. With the variety of internship opportunities available to our students that is unique to our area, we feel that the quality of this program will not be able to be duplicated in other counties.
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).

I agree, on behalf of this applicant, and any or all identified consortium members or partner, 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.
No consortium contacts added yet. Please add a new consortium contact using the form below.
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<tr>
<td>Rob</td>
<td>Robertson</td>
<td>(216) 694-2000</td>
<td><a href="mailto:robertsonr@glsc.org">robertsonr@glsc.org</a></td>
<td>Great Lakes Science Center</td>
<td></td>
<td>601 Erieside Ave, , Cleveland, OH, 44114</td>
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<tr>
<td>Amanda</td>
<td>Bibbo</td>
<td>440.796.3087</td>
<td><a href="mailto:amandabibbo@tiesteach.org">amandabibbo@tiesteach.org</a></td>
<td>TIES</td>
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<td>PO Box: 18050, , Shaker Heights, OH, 44118</td>
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<tr>
<td>Tracy</td>
<td>Jamison</td>
<td>(440) 564-1060</td>
<td><a href="mailto:tjemison@geaugagrowth.com">tjemison@geaugagrowth.com</a></td>
<td>Geauga Growth Partnership</td>
<td></td>
<td>12373 Kinsman Rd #106, , Newbury, OH, 44065</td>
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<tr>
<td>Mike</td>
<td>Pennington</td>
<td>4404134642</td>
<td><a href="mailto:pennington@nort2h.org">pennington@nort2h.org</a></td>
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<td>1885 Lake Ave, , elyria, OH, 44035</td>
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<tr>
<td>Dr. Debbie</td>
<td>Jackson</td>
<td>216-687-3753</td>
<td><a href="mailto:d.jackson1@csuohio.edu">d.jackson1@csuohio.edu</a></td>
<td>Ohio STEM</td>
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<td>Dawn</td>
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<td>Curriculum Director</td>
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