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Adjusted Allocation 0.00

Remaining -602,850.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Catapulting Tradition: A New Direction

2. Executive summary: Please limit your responses to no more than three sentences.
   Fairport Schools has been an Early College High School for the past three years with a very interesting twist - every student is an Early College High School student upon entering our schools. All of our teachers have been trained in project based learning, we teach AVID to our middle schoolers, and we are trying to do 21st Century work in a four story brick and mortar building. Turning a largely unused space on our third floor into a collaborative, creative, makerspace would give us a way to continuously improve our instruction and stretch our students’ capacity to innovate and problem-solve.

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.

600 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:

<table>
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<th>Pre-K Special Education</th>
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</tr>
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</table>

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

First Name, last Name of contact for lead applicant
Jovette Hiltunen

Organizational name of lead applicant
Fairport Harbor Exempted Village Schools

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

Phone Number of lead applicant
(440) 251-1261

Email Address of lead applicant
jhiltunen@lakeesc.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
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

Fairport Harbor is a tiny village of about 3,000 people. The median income in Fairport is second lowest in our county with the estimated per capita income in 2011 of $23,985.00. Many residents have never left the village and most do not have access to emerging technologies. We have a robust open enrollment policy and presently attract students from five outlying districts. We are a recipient of a Race to the Top Innovation Grant for Early College High School. Our application was different as we proposed to accelerate our middle school students and provide them with interventions as needed. Next year our Early College High School Cohort will enter ninth grade. All of our students are a part of this plan which is different from the usual selection process of Early College High Schools. We have an articulated agreement with Lake Erie College, a local 4 year university, to work with us on this project. Our teachers and their professors have had early conversations regarding curriculum and guidance. One of our teachers is currently on sabbatical to get her master's degree in her content area so she can be an adjunct professor for our students as well as teach at Lake Erie College. We need time to build bridge courses with our partners and provide our students with more experiences on college campuses and in business and industry. Currently our fifth graders going into sixth grade attend a two week summer bridge program with their teachers. This bridge program helps with the transition moving from elementary to middle school and our teachers go from fifth grade in the elementary to 6th grade in the middle school with their students. To move us to the next important part of our work, we need a place where we can teach collaboration, problem-solving, critical thinking, and the importance of creating. Most of our classrooms were built for desks in a row. Most of our furniture is quite old but we have invested in 1:1 technology.

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

Changing traditional expectations that students take the same coursework until graduation is a big part of this innovative project. And giving our students a collaborative place where instruction can be more student-centered would help us promote more project based learning. Our discussions with our business advisory council points to advanced manufacturing. We are a county with manufacturing jobs. Not like those of our grandparents but where employees need to be highly skilled. One president said, "So many of the employees we get just don't take initiative." Project based learning helps students build those skills needed to take initiative. We cannot afford to have our graduates not able to get a highly skilled job or continue training upon graduation. What makes this project so innovative is the intentional planning for all students to be prepared for college and/or work upon graduation. It is a "simultaneous enrollment" project for all students - either you are taking courses on a college campus in 11th grade or you are attending a technical program. We would like to offer the following bridge programs as well: 8th graders into 9th at the college campus or career center depending on their current interest; a mid-year bridge program on the college campus or career center for 8th and 9th graders; and a 20/20 trip for 9th and 10th graders to local business and industry as well as continuing our 20/20 trip for 11th and 12th graders to Ohio colleges. The top 20 students in each class visit five to six colleges during each year. Traditional schooling has always involved sorting. Who is the smartest? Who can read fastest? Who has had more opportunities to learn language? Who has the highest IQ? We propose to accelerate students in core curricula and give them just in time intervention and/or remediation as needed. All students will explore the various career pathways whether through a video, a hands-on simulation, or perhaps a class discussion. But tradition is a product of another generation. To be successful with our students, we need to prepare teachers and parents better. All parents of middle schoolers will attend orientation meetings at Lake Erie College to hear about the opportunities and likewise they will attend an open house orientation at Auburn Career Center. Discussions and alignment of curriculum is important for both teachers and administrators and this grant would give us the opportunity to build our relationships with these two groups. We have also discovered that our students really struggle with early Algebra. We would like to build upon our present curriculum to offer our students multiple pathways to learning algebra concepts. Part of this would be professional development for our teachers in connecting real world experiences with mathematics. Our goal is to have NO student leave our doors without a clearly articulated plan of next steps for his future. Auburn Career Center and Lake Erie College faculty would work with us to give our students guidance on the 16 career pathways as well as identifying a plan for meeting the student's dream. Each of our students would begin an electronic success portfolio starting with the 8th grade summer guidance bridge program and add to it throughout the "simultaneous enrollment process."

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.)

According to more than 40 studies of elementary, middle, and high school English classrooms, discussion-based practices improve comprehension of the text and critical-thinking skills for students across ethnic backgrounds and socioeconomic contexts (Murphy, Wilkinson, Soter, Hennessey, & Alexander, 2009; Applebee, Langer, Nystrand, Gamoran, 2003). Even discussions lasting as briefly as ten minutes with three participants have been shown to improve understanding of key story events and characters (Fall, Webb, & Chudowsky, 1997). Student achievement will be addressed by using specific identified formative and summative assessments as prescribed by the district including purchased testing through Pro-CORE, state testing (PARCC and/or OAA), and teacher daily assessments. Teachers will use their daily...
collaboration time to identify students who need acceleration and/or remediation (intervention) and use the district approved remedies and progress monitoring to address gaps in learning. Students will learn to track their own data and beginning in 8th grade will develop an online portfolio of their work to help guidance counselors partner with them to find a matching career pathway. English Language Arts and Core Mathematics will be monitored in the elementary with appropriate interventions/extension given during a designated block of the day. Upon entering middle school (6th grade) students will begin an accelerated program of study for English Language Arts and Mathematics with a built-in daily study skills program for students needing more small group and individualized attention. In 8th grade all students will take Algebra 1 the first semester. For any student not mastering Algebra 1 in the first semester, they will be given the entire year with specific small group instruction to complete the course. This acknowledges that some students need more time and others need less time to learn the content. Eighth grade students will also receive specific career exploration by an employee of our partner Auburn Career Center. All middle school students will take an AVID course during their middle school years unless they are in all accelerated courses. This course addresses the study skills students need to be successful in college.

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.)

This grant is cost neutral to the five-year forecast.

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.)

All high school teachers will be working with college teachers to build course offerings that align with the college’s work. Teachers with a master's degree in their content area will be designated adjunct professors and will have access to the materials, databases, and equipment at the college. All middle school students will have AVID instruction for at least two semesters during their middle school years. Professional development for staff will include early morning collaboration periods where teachers share the results of the AVID instruction in student completion of work, quality of work, comprehension of a variety of texts, note-taking strategies, etc. Students will also be taught how to keep track of their own data. Project based learning will give teachers more opportunity to work with one another in the classroom rather than isolated projects. Course offerings can be increased with the block schedule particularly as we offer more and more e-courses.

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.)

This grant is not a shared services delivery model.

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.

602,850.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

$500,000.00 will be used for refurbishing an underused gym on the third floor. We will buy collaborative furniture for a class of 30, large tables and huddle boards for collaborating, countertop for our 3D printers, lighting and wiring as needed for our furnishings, and put in some dividing walls for an intervention/extension room during our test prep and AVID course times. $30,000.00 for supplies for project based learning lessons. These supplies will be a mixture of consumable and non-consumable depending on the project. $4,000.00 for initial transportation on our public transit - will be used to transport students for bridge programs, etc. at Lake Erie College and/or Auburn Career Center $3,500.00 for programs for families. These programs will revolve around exploring careers and we will bring in outside consultants, speakers to work with the families. Lake Erie College will also be a site for these meetings. $350.00 for supplies for community programs. This will cover costs of mailings, printing, etc. for the community programs highlighting our project based learning and Early College High School $15,000.00 for substitute costs for teachers attending professional development on AVID, project based learning, college and career readiness, and related areas $5,000.00 for the retirement/fringe benefits of these teachers while attending professional development $45,000.00 for curriculum support, bridge programs provided by Lake Erie College.

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.

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

This entire project will help us move to the next step of our plan to build a program for all Fairport Harbor students to graduate with a solid career plan. This phase of the work will be completed and will not need any money to sustain it. The gym is already a part of the building and building maintenance so there will be no additional fees for that upkeep nor for the lighting, etc. The furniture will be chosen for its durability (we have desks now that are 50 years old) as well as its capacity to change instruction. Once we have developed our website and spread the word about our Early College High School, we will not need funds for mailings, etc. regarding the program. The bridge programs being provided by Lake Erie College will be paid for by our open enrollment dollars as the years unfold since we won't be spending $10,000.00 a year to educate each student. Consumable supplies will not be necessary in the future as our teachers begin to branch out and work with authentic audiences. Once the teachers have decided upon the types of PBLs they are going to do each year we will ask parents and others for donations of consumables. Nonconsumables will be marked as such and inventoried.

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

This grant is cost neutral to the forecast.

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.

Our project is expenditure neutral after the first year of this grant. The transformation of an old gym to a modern, collaborative multipurpose space will not need any additional funding after many years. All furniture purchased will be of durable materials with at least a 10 year life expectancy. The work with Lake Erie College will be complete except for the services they give students attending the school and that comes out of the state share of $5700.00 with no additional costs to the district. All additional costs in this grant are for foundational curriculum materials and jumpstart activities while building an infrastructure to support students attending college and or the career center during their junior and senior years. We will use the money saved on per pupil expenditures ($4,300.00 per student) to support any intervention or acceleration needed. Any computer or networking connections needed will be a part of the general technology budget as will the lighting / heating and maintenance of the space as it is already a space in the building. The work we will have done on our curriculum alignment can be shared with other districts that would like to build an Early College High School model.

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 timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* List Range March 2014 - June 2015

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

March - Plan with committee scope of work to be included in the grant application April RtT meeting - Share with transformation team any ideas since last meeting April Board Meeting - apprise board of new grant application, discuss third floor gym transformation April - June - Tentatively Plan bridge programs with Lake Erie College, work with teachers to start writing curriculum June - August - teachers work on beginning of the year PBL: plan timeline for completion of PBL units September - Transformation Team meeting - share grant and expectations with members September - committee plans yearlong PD activities October - Committee meets to plan Google Docs and how it will be used November - December - Committee plans roll-outs, family nights, writes a press release, etc. September - March - monthly planning meeting regarding new space November - plan Bridge activities with Lake Erie College and Auburn Career Center

* Anticipated barriers to successful completion of the planning phase

New staff not already trained on PBL Administrator not completing walkthroughs Committee not completing timeline Calamity days interfering with professional development days Firewall preventing Google Docs training

18. Implementation - Process to achieve project goals

* List Range June 2014 - June 2015

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

August - Teachers given a preliminary survey on their attitude towards PBL September - walkthroughs done in every classroom looking for PBL; admins note interaction, set up of classroom, inquiry model, etc. September - December - order supplies and furniture, building permits, begin marketing plan January - work with PR Committee for first orientation meeting February - complete program of study for 2015 school year March - June - encourage use of collaborative space, walkthroughs, appreciative inquiry with students, teachers May - survey partners about their experience June - report to board of education about progress on work to date Deliverables: (1) an articulated Early College High School Program of Study between Lake Erie College and Auburn Career Center (2) A collaboration space for project based learning, etc. (3) Bridge activities planned for spring, 2015 Fall Fling - Bridge activities for students entering grades 6, 8, 9, and 10 on the campus of Lake Erie College and/or Auburn Career Center Students will take a pre/post survey developed by partner entities Parent Orientation - review of course expectations, Early College High School/Career Center options for students and deadlines for entry each year Guidance Counselor/Career Counselor individual meetings with students entering 9th grade
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:

This environment should change instruction immediately. Presently teachers are working in small classrooms with heavy wooden desks that scrape the floor when moved. Students are usually seated in rows and all smartboards are mounted in the front of the room. The layout of the classrooms do not lend themselves to small group work and moving students into small groups is time consuming and therefore they don't use such strategies as think, pair, share or talk to your shoulder partner about that. By giving teachers and students a classroom where the chairs and desks can move into a small group, then a large group, and back to an individual space in just seconds is sure to allow for more formative assessment forms as well as performance based assessment in this inquiry based classroom. Storage in the room and places to keep materials students might use for problem-solving will also change instruction. Project based learning puts the student in the center of the learning and puts the teacher into the role of facilitator. Teachers will be able to collaborate and team teach more easily now with this room holding so many more students.

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:

Early College high school students are significantly more likely to enroll in college and earn a degree than their peers, according to the results of an updated study by the American Institutes for Research (AIR). Some 23 percent of students received an associate’s degree within two years compared with 2 percent for those attending other high schools. Overall, 81 percent of Early College students enrolled in college, compared with 72 percent of comparison students. During the study period, 25 percent of Early College students earned a college degree (typically an associate’s degree), as compared with only 5 percent of comparison students. The authors noted that students in the study were between two and four years out of high school so many would not have had time to complete their bachelor’s degrees. (www.air.org) Importance of AVID in combination with other Early College High School strategies. Meeting the Higher Education Readiness Component (HERC) in high school (p=.011) and taking college credit in high school (p=.040) were found to be significant predictors of college success. The AVID variable was almost significant (p=.085) in predicting college success. Despite being from groups that are underrepresented at the college level, AVID graduates even showed greater retention rates and potential graduation rates than some state and national populations. More students who were on track to graduate from college accumulated more college preparation achievements than did students who were not on track to graduate.

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
September - Conduct a pre-survey of staff assessing knowledge base of Project based learning September - April - Conduct walkthroughs and collect information on the following: using inquiry based or project based learning; delivery method; student groupings; evidence of assessment type Every Family Meeting - Use Exit Slips to track parent understanding of Early College High School September - March - Log, agenda of meetings between Lake Erie College and Fairport Focus Groups - student focus groups conducted at lunch three times a year to get perspective on how instruction is perceived

* 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).

Movement from Lecture to Inquiry Based Instruction: The new teacher evaluation system lends itself to tracking our district's instructional practices. We will use our walkthrough data (gathered by teachers and administrators) to get a baseline of the type of instruction (disaggregated in percentages) being observed during walkthroughs. This information will be gathered and discussed at monthly leadership meetings (principals, curriculum director, superintendent). The aggregate will be shared with our transformation team (made up of teachers and administrators). Minutes from those meetings will be logged. Online Student surveys using Survey Monkey will be randomly given in September, January, and May and data will be gathered by the ESC in charts to be shared with team. Effectiveness of professional development will be evaluated through a rubric designed by our teacher teams. Family perceptions of school-family communications about options will be collected through exit surveys at all functions aimed at this topic. Those surveys will be collected by presenter and Liaison will disseminate results to all groups. Exit interviews of students leaving our schools will be conducted by the guidance counselor and presented to superintendent by end of March. Entrance interviews for new students enrolling in our schools through the year will be conducted by the guidance counselor or liaison and data will be presented to Superintendent. We will use our Pro-CORE data to determine if our students are on track to pass the yearly state tests. That data is collected and analyzed by our teacher groups. Administrators will review this data quarterly.

* 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.

There are checkpoints throughout the grant period to check on project progress. A mid-course correction will be implemented if any of the above data is showing regression or not making incremental progress. Each set of data is collected and analyzed by a specific group. The Race to the Top Transformation Team will collect and review this data as available at its monthly morning meeting. Should any one area show a deficit, a plan of corrective action will be put in place.

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.

Early College High School Bridge Programs - surveys of students should show their understanding of college readiness; surveys of teachers should show they are seeing the impact in their classrooms with students persevering when challenged, writing at a higher level, doing more research - We can continue the Bridge Programs by charging parents a fee to attend, having businesses sponsor a student, fundraising, etc. Improved Teacher Instructional Strategies - walkthrough data should show continually improving use of strategies in a great project based learning unit: student led discussions, research, inquiry based launch, no right answer - can't google it, the 7 components of PBL, voice and choice, and authentic assessment. Walkthrough data is a part of the teacher evaluation and we have a framework for meeting and reviewing that data now so we would continue to do that. We would assign teachers to those areas for professional development if they are not showing improvement in the usage of these strategies. Collaboration Space - look at use of space, examine student work through tuning protocols (teacher planning and assessment as well); gallery walk of what is happening in the Collaboration Space (once all teachers have worked on a tuning protocol, we could do this during their collaboration time).

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

Science scores on the 5th and 8th grade science tests will improve by 10% by the end of the 5 years. This will be tracked using the OAA or PARCC tests using the 2014 Spring data as the benchmark Math Scores on the 3rd through 8th grade will be at 85% or better by the end of the 5 years. This will be tracked using the OAA or PARCC tests using the 2014 Spring data as the benchmark and the yearly data as a point High School end of course exams in math and science will be 85% or better by the end of the 5 years. Again tracked yearly.

* Spending Reduction in the five-year fiscal forecast

This grant is cost neutral to the forecast.

* Utilization of a greater share of resources in the classroom

Teachers will be surveyed in Fall of 2014 on how often they work with another teacher to plan a lesson, deliver a lesson, assess a lesson. They will be surveyed again in January of 2015 and Spring of 2015. Teachers will increase the baseline by 10% in January of 2015 and another 10% by Spring of 2015.

* Implementation of a shared services delivery model

More students prepared for STEM careers. Project based learning will motivate students to do research and improve writing skills. Teachers will become more comfortable with different instructional techniques and strategies and learn to use technology helps. More students will go to college. More students will be ready for a job after high school.
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

The Early College High School Model is a natural for small districts to incorporate in their schools. It is imperative that a study skills program such as AVID is also introduced as a complement to the core as many students need strategies to cope as they are accelerated. Planning is essential for a good start to this program. We met regularly and really challenged one another about our beliefs. Do you really think all kids can learn? Can and should all kids go to college? Should they make a choice by 8th grade or 9th grade? How can we be sure we are meeting their needs. This is extremely important when embarking on this type of model. Communication is perhaps the number one plan you should work on when thinking about this project. But as we started working with the teachers, we noted that they attended and seemed to enjoy the professional development on project based learning. But there weren't any project based learning models happening. Discussions with the teachers talked about the systems that prevented them from collaborating across subjects, the lack of space in their classrooms, and no supplies or knowledge of resources in the area. We believe that this new collaboration space will begin new conversations about how kids learn and how we need to change instruction and assessment to reflect those realities.

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).

Mr. Domenic Paolo
Superintendent
Fairport Harbor Village Exempted Schools
329 Vine Street
Fairport Harbor, OH 44077
440-354-5400
### Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maggie</td>
<td>Lynch</td>
<td>440-357-7542</td>
<td><a href="mailto:mlynch@auburncc.org">mlynch@auburncc.org</a></td>
<td>Auburn</td>
<td>051169</td>
<td>8140 Auburn Rd, Painesville, OH, 44077-9179</td>
<td></td>
</tr>
<tr>
<td>Jana</td>
<td>Holwick</td>
<td>440-375-7252</td>
<td><a href="mailto:jholwick@lec.edu">jholwick@lec.edu</a></td>
<td>Lake Erie College</td>
<td>063792</td>
<td>391 W Washington St, Painesville, OH, 44077-3309</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
<td>Delete Contact</td>
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<tr>
<td>Jana</td>
<td>Holwick</td>
<td>Lake Erie College</td>
<td>Work with liaison to build requirements for students attending Early College High School Coordinate college schedules with high school schedules for curriculum design Advise on materials for collaboration Attend meetings regarding trajectories Provide Lake Erie College staff to teach Bridge programs</td>
<td>Vice President of Academic Affairs</td>
<td>college experience in Missouri before coming to Ohio Dean of Academic Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jovette</td>
<td>Hiltunen</td>
<td>Career/College Liaison</td>
<td>Career/College Liaison between Auburn Career Center and Lake Erie College Work with students and teachers to build curriculum Work with Lake Erie College to design Bridge programs</td>
<td>Director of P-16/STEM ESC Partner</td>
<td>Curriculum Director - 10 years Building Principal - 10 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domenic</td>
<td>Paolo</td>
<td>Superintendent</td>
<td>Liaison to Board of education Project Manager for construction Approve purchase orders Review timelines Communicate expectations Work closely with other team members</td>
<td>Superintendent of Schools for past 8 years Recipient of two Race to the Top Grants Recipient of an AVID Grant</td>
<td>Science teachers (STEM experience) Building principal Health Care Consortium Member Brought Open Enrollment to district putting it into the black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maggie</td>
<td>Lynch</td>
<td>Superintendent, Auburn Career Center</td>
<td>Liaison for Auburn programs to Fairport Lend support for contacts for project based learning Accept students who wish to attend Auburn from Fairport</td>
<td>Superintendent of JVS Experience with budgeting Experience with purchasing large equipment Staff with project based learning training</td>
<td>Curriculum Director for JVS</td>
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<td></td>
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</tbody>
</table>