

Budget

Lawrence County (051185) - Lawrence County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (39)

U.S.A.S. Fund #: 466

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	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	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	1,000,000.00	0.00	0.00	1,000,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
<b>Total</b>		0.00	0.00	0.00	1,000,000.00	0.00	0.00	1,000,000.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-1,000,000.00

Application

Lawrence County (051185) - Lawrence County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (39)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Increasing Student Achievement at The STEM Academy of Lawrence County at Collins Career Technical Center

2. Project Summary: Please limit your responses to no more than three sentences.  
To increase student achievement, Collin Career Technical Center will construct a STEM Center designed around STEM education best practices.  
*This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.*

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year					
Education	Pre-K Special	K	1	2	3
	4	5	6	7	8
	9	10	120 11	40 12	

Year 1					
Education	Pre-K Special	K	1	2	3
	4	5	6	7	8
	9	10	120 11	120 12	

Year 2					
Education	Pre-K Special	K	1	2	3
	4	5	6	7	8
	9	10	120 11	120 12	

Year 3					
Education	Pre-K Special	K	1	2	3
	4	5	6	7	8
	9	10	120 11	120 12	

Year 4					
Education	Pre-K Special	K	1	2	3
	4	5	6	7	8
	9	10	120 11	120 12	

Year 5					
Education	Pre-K Special	K	1	2	3
	4	5	6	7	8

4. Explanation of any additional students to be impacted throughout the life of the project.

*This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.*

240 students accounts for only those enrolled in the Academy during the implementation and sustainability phases. Other students who are not formally enrolled will benefit from access to our STEM facilities and technology. One example of how the Academy will impact students who are enrolled at Collins CTC (but not in the STEM Academy) is by giving them access to STEM certification pathways such as Clinical Laboratory Assistant, Medical Lab Technician, Pharmacy Technician and Phlebotomy. Area high school and middle school students will have access to STEM labs and learning spaces. These students will have the opportunity to experience a simulation lab that houses an advanced patient simulator mannequin used to model and practice diagnosis and monitoring/treatment techniques. The STEM building will house a model pharmacy to promote authentic learning experiences in the pharmacy field. Area students will attend health and STEM camp events in the STEM Center to explore STEM occupations.

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

First and last name of contact for lead applicant  
Jaime Chafin

Organizational name of lead applicant  
STEM Academy of Lawrence County at Collins CTC

Address of lead applicant  
11627 State Route 243 Chesapeake, Ohio 45619

Phone Number of lead applicant  
740-867-6641 x413

Email Address of lead applicant  
jschafin@collins-cc.edu

*Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.*

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.*

a. The current state or problem to be solved; and

The STEM Academy space is designed to encourage student autonomy, interaction with peers, collaboration, and lab access. We have a non-traditional instructional model; no bells, no interruptions. Teachers are facilitators not "deliverers of knowledge." While Academy students utilize the CTC cafeteria and other public spaces, the STEM learning space is physically separated from the rest of the high school. This design reinforces our expectations that STEM students will be responsible and accountable; they are treated like adults. Because of the autonomy to travel independently to clinical sites and work experiences, STEM students say they feel more like college students than high schoolers. The problem: we have already outgrown our space! Our records show that 160 students are expected to enroll in 2016-2017 academic year - almost triple the number of students we serve this year. Our long-term projections indicate that 240 students will be enrolled in the STEM Academy as juniors and seniors each academic year beginning 2017-2018 and beyond. As programming is expanded to include

trade and industry fields, the number of students could grow even more. The district will not be able to accommodate these incoming students without a dedicated STEM building. We are already experiencing space constraints. When adult education classes are scheduled in the shared computer lab, Academy students use Chromebooks to access online classes, but current technology capabilities limit the number of students that can access wireless internet at the same time. This results in the potential for students to fall behind academically. We want to be ready for the students who are looking forward to enrolling in our STEM Academy; students who will benefit from rigorous academics, dual enrollment options, and career focus. To accomplish our goal of increasing student achievement, we need to provide an accommodating learning environment with a pervasive culture of success.

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

At the STEM Academy of Lawrence County, we know that success doesn't look the same for every student, but success is possible for every student. To create a STEM learning environment that supports success for all students, the board and administration of Collins Career-Technical Center have committed to increasing capacity by constructing a dedicated building which will house the STEM Academy. To proactively accommodate the growth of the STEM Academy, we plan to build a 20,000 square foot steel building (the STEM center) at Collins Career-Technical Center. Enrollment projections show that we will eventually need this size building, and we know that we will soon outgrow anything smaller. During the implementation phase of the Straight A Grant, we will build the entire structure and finish 5,000 square feet of the building. The STEM center will be designed to support the best practices of STEM education and encourage students' freedom and self-directed learning. During the sustainability phase, we will work closely with our industry, community, and postsecondary partners to design industry-specific labs and learning spaces. We will also leverage private and public funding and finish spaces as financial and in-kind support is made available. Industry leaders will see value in their investment as they work with the district to develop STEM spaces that create a pipeline for future employees. This project aligns with our district's capital and facilities goals of increasing space and capacity to maintain an exceptional learning environment in which student prepare to enter, compete, and advance in STEM-related fields. By building partnerships that results in public and private funding and in-kind resources, we will have the ability to enhance students' access to career pathways, engage students in core curriculum, improve our innovative badging system, enhance STEM programs, and strengthen postsecondary and career placement. Our goal is to construct a high performance STEM center that creates an optimal learning environment where all students can succeed.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

*Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.*

The capital and facilities activities and benchmarks outlined in this proposal are built on the assumption that learning environments impact student success. The outcomes, therefore, are student-centered and support increased student achievement. STEM Academy students from rural Appalachia will benefit from an enhanced learning environment that promotes and supports student-led learning where progress is measured by evidence of competency in academic, technical and 21st century standards. In terms of increased student achievement, STEM Academy of Lawrence County students will: \*Benefit from access to facilities, space, equipment, teachers, and curriculum that enhance their success. \*Successfully complete high school and/or college credits that lead directly to credentials and employment in high demand, high paying career fields exhibiting growth in the region. \*Earn STEM industry credentials that make them competitive in the regional labor market for high demand, high paying jobs.

ii. What assumptions must be true for this outcome to be realized?

*Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.*

Numerous research studies show relationships between physical learning environments and student achievement. In A Guide Planning for Assessing 21st Century Spaces for 21st Century Learners (Learning Spaces Collaboratory, 2013), the authors note that "21st century spaces for learning must be more than mere containers; they must be functional and dynamic, supporting the desired human interactions and other experiences essential for robust learning. At their best, spaces can be transformational, enabling something interesting, important, and often unexpected to happen." The report contains many examples of successful facilities design projects. Though geared primarily to university settings, the findings have exceptional relevance to high school environments. The authors found that students become more effective learners when they collaborate in flexible, technology-rich spaces, interact with peers and faculty, connect virtually, and take ownership of the space (feeling comfortable and in control). The research report, funded by the National Science Foundation, also contains this caveat: "There is no single measure by which to determine what difference new or renewed spaces have made. Planning for assessing the impact on the student learning experience requires conscientious auditing from the start." Our planning team of internal and external STEM partners is intentionally focused on the direct relationship between student achievement and environment, and this relationship will be the touchstone of every decision regarding the STEM center.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

At the STEM Academy of Lawrence County, we have successfully implemented sustainable initiatives such as supportive instructional and classroom management practices. We have integrated individualized career plans and dual enrollment options into the Academy culture. Our teachers and administrators have built strong partnerships with industry and postsecondary partners. Now, we are strategically focused on creating a physical environment that allows our students to excel. We believe that the development of infrastructure is a critical component in the sustainability of our district's school improvement efforts. The architects and designers of contemporary K-12 STEM spaces know that STEM classrooms need to be adaptable, flexible, mobile, and ergonomic. Because students work collaboratively, they need enough room to become creative, innovative, critical thinkers. When STEM is integrated with project-based learning (as it is at our STEM Academy), students need small-group areas to plan and discuss their projects. James Biehle is an architect specializing in school science facilities and author of the National Science Teachers Association Guide to Planning School Science Facilities (2007). According to Biehle's report, the profession has recommended learning environments in which students explore, inquire, and construct their own knowledge about the physical world. "Good science programs require the uniquely adaptable learning space we call a laboratory, as well as access to both indoor and outdoor space for research, environmental studies, and reflection," the report said. Among other

recommendations, the study notes that buildings offer a minimum of 60 square feet per student. Our plan to build a 20,000 square foot building is based on this recommendation and aligns with our student enrollment projections. As we look to the future of the STEM Academy of Lawrence County, our planning team is looking to these and other models to inform the design and construction of the STEM building, classrooms, and labs as we work toward the goal of increasing student achievement.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

*These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).*

To assess progress toward our primary goal of increased student achievement, we will utilize an online competency-driven database. This database tracks student progress as they master competencies and earn badges. Each student's competency test map equates to a "point value" that is cumulative, and translates to a traditional letter grade and progress report. Students also complete a variety of formative assessment options, including: observation, essays, interviews, performance tasks, demonstrations, portfolios, journals, teacher-created tests, rubrics, and self- and peer-evaluations. These and other assessment options allow students to show mastery and progress at an individual pace rather than advancing or progressing at the pace of other students. The indicators of student progress toward goals will be aligned with the metrics below. Construction and facilities goals for this project are also indicated, and are outlined in the timeline section of this proposal.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

Specific quantitative metrics are utilized to measure individual student achievement and overall STEM Academy success. Competency based indicators for each skill set, academic class, or program course are used to indicate student progression within a career pathway. Successful completion of a national certification exam or licensure exam is used to measure individual success and calculated as a percentage to measure success of the academy for program accreditation purposes. The rate of student placement (defined as working in a related area or continued education) will be calculated and reported for accreditation. Graduation rates and postsecondary credit attainment will also be utilized to measure success for the STEM Academy.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

STEM teachers, coaches, and administrators can access the student competency database to check progress. STEM team meetings allow faculty to discuss student issues and create corrective actions and interventions. External partners (advisory committee members, college instructors, preceptors, and employers) are kept informed via quarterly and biannual meetings, emails, or phone. During these interactions, external partners inform the practices of the STEM Academy regarding equipment, curriculum, student professionalism, and employability. Clinical internship evaluations are an additional source of stakeholder feedback.

■ b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

*Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.*

ii. What assumptions must be true for this outcome to be realized?

*Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.*

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

*These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).*

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

■ c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

*Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.*

ii. What assumptions must be true for this outcome to be realized?

*Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to*

curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

*Note: this is the preferred indicator for this goal.*

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available. *These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.*

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.

*Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.*

ii. What assumptions must be true for this outcome to be realized?

*Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.*

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

*These should be measurable changes, not the accomplishment of tasks.*

*Example: consolidation of transportation services between two districts.*

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

*Example: change in the number of school buses or miles travelled.*

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

a. New - Never before implemented

b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

c. Replication - Expansion or new implementation of a previous Straight A Project

d. Mixed Concept - Incorporates new and existing elements

e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

### C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

Upload Documents

*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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.*

1,000,000.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

*Responses should provide a 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.*

The budget includes the cost of for constructing a 20,000 square foot steel building to house the STEM center and costs for finishing 5,000 square feet of the building. Costs include \$18/ sq. ft. for building materials (\$360,000), \$2.50 per square foot for concrete slab and rough plumbing (\$50,000), \$105 per square foot to finish the 5,000 square foot space (\$525,000) and a 6.5% architect fee for the total project (\$65,000). Total cost per square foot of \$125.50 derived from: \*<http://evstudio.com/cost-per-square-foot-of-educational-facilities-by-region/> \*<http://www.buildingsguide.com/faq/what-average-commercial-building-cost-square-foot> 6.5% architect fee derived from: \*<http://architecturalfees.com/commercial-architectural-fees/>

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

175,734.00 a. Sustainability Year 1

175,734.00 b. Sustainability Year 2

175,734.00 c. Sustainability Year 3

175,734.00 d. Sustainability Year 4

175,734.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

*Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.*

The Ohio Facilities Commission requires the school district to transfer \$175,734.00 into our maintenance set aside fund. These funds must be used specifically for the maintenance and upkeep of the school district's building. General fund monies must be allocated to this fund for the next twenty(20) years, hence, funds will be available to sustain costs of this project.

0 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

*Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.*

17. Please explain how these cost savings will be derived from the program.

*Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.*

Not applicable.

100 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table  
Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.

*Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.*

The maintenance set-a-side fund is a fund that is required to be established by the Ohio School Facilities Commission upon the completion of a building project. General Fund monies are required to be transferred into the maintenance set-a-side fund for a period of twenty-three years. Hence, there is no reallocation funds within our budget. There will be a constant revenue stream to ensure the life of this project.

**D) IMPLEMENTATION**

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

*This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

#### 21. Planning

a. Date Range present - release of funds

b. Scope of activities - include all specific completion benchmarks.

- Leadership team meetings to determine construction deadlines and review student achievement indicators - Solicit bids from architects and contractors (leadership team/treasurer with approval by school board) - Review bids and select contractors (administrative team will review and select; board approval required) - Break ground on building site  
Completion benchmarks: - Contracts with architectural and construction firms negotiated and signed - Groundbreaking scheduled and completed

#### 22. Implementation (grant funded start-up activities)

a. Date Range July 2016 - August 2017

b. Scope of activities - include all specific completion benchmarks

A 20,000 square foot STEM center building will be built, and 5,000 square feet of the building will be finished. Scope of activities: - foundation forming - plumbing and drainage - pour concrete - erection of steel building - build out and finish interior space  
Completion benchmarks: - foundation - plumbing - building under roof - electrical - fire and safety equipment installation - framing and drywall - heating and air - interior finish work - furniture and technology installation - appropriately scheduled inspections

#### 23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range August 2017 - July 2021

b. Scope of activities - include all specific completion benchmarks

Building will open for students. - STEM Academy classes will be moved to the finished space in the STEM center - Unfinished spaces in the building will be utilized for meetings, customized industry training, STEM events, and community events - The STEM Academy will host statewide and regional meetings in the building to promote replication - Dissemination strategies outlined in this proposal will be implemented - External stakeholders and STEM team will explore and determine curricular and space needs for the unfinished areas of the building - Corrective action will be recommended and strategies implemented as necessary - STEM Advisory committee, school board, and STEM team will seek targeted corporate and foundation support for finishing the building  
Completion benchmarks - Construction of the building and STEM classrooms and labs - Student achievement targets will be achieved - Student placement rates will be achieved - Student graduation rates will be achieved - Successful completion of a national certification exam or licensure exam will be documented - Student postsecondary credit attainment will be documented

### E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

As our STEM Center is built and finished, Collins Career Center and the STEM Academy will see positive impact in terms of increased student engagement and students progressing toward goals of academic progress, program completion, graduation, and placement. The district will benefit from access to a dedicated space that can be used for STEM events, summer learning experiences, and career awareness events for middle and high school students throughout the district. Employers in our region will benefit as well. Manufacturers, entrepreneurs, and innovators will have access to a state-of-the-art facility at the STEM center for industry-specific workforce training. The building will be available for training programs such as OSHA, advanced manufacturing, health credentialing, robotics, CNC, and other customized training. The STEM center will become a community resource and point of pride as a showcase of private and public partnerships. We also anticipate that the accessibility of STEM resources will have an enduring positive impact on the economy of our region. Generational poverty is pervasive in southeastern Ohio; many young people who grow up in poverty feel "stuck" and cannot envision a future that is different from their parents'. Though not a panacea, early and intensive involvement in STEM education can give students hope of a brighter future in which they are engaged as wage earners, taxpayers, and community citizens. The STEM Academy at CCTC increases

opportunities for Appalachian youth to explore careers in high-demand, high paying STEM jobs, and prepares high school graduates for simultaneously working and pursuing additional education and training.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

*Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.*

Please enter your response below:

Andrea Zaph STEM Academy at CCTC Principal 740-867-6641 x374 zaphra@collins-cc.edu

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

*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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.*

Impact in terms of our goal of "increased student achievement" will be determined by collecting and documenting the following: STEM student high-school graduation rates, placement rates (postsecondary, work experience, jobs), credit attainment, program completion, and industry certifications. Progress and impact results will be reviewed at quarterly advisory committee meetings, district board meetings, and shared with other partners via traditional and social media. Annual impact reports will be made available to all partners and funders. Any gaps in predicted progress will be flagged by the project managers and addressed at meetings, and district protocols will be utilized when corrective action is indicated. Protocols include evaluating whether or not to continue a program based on enrollment (is it financially feasible?), employment projections (does a need exist?), and postsecondary opportunities (does a clear pathway exist that leads to an 'in need' job?). Additionally, instructors are evaluated for effectiveness if students are not successful while the program evaluation remains favorable. Methods of instructor evaluation are established for secondary as well as postsecondary employees.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

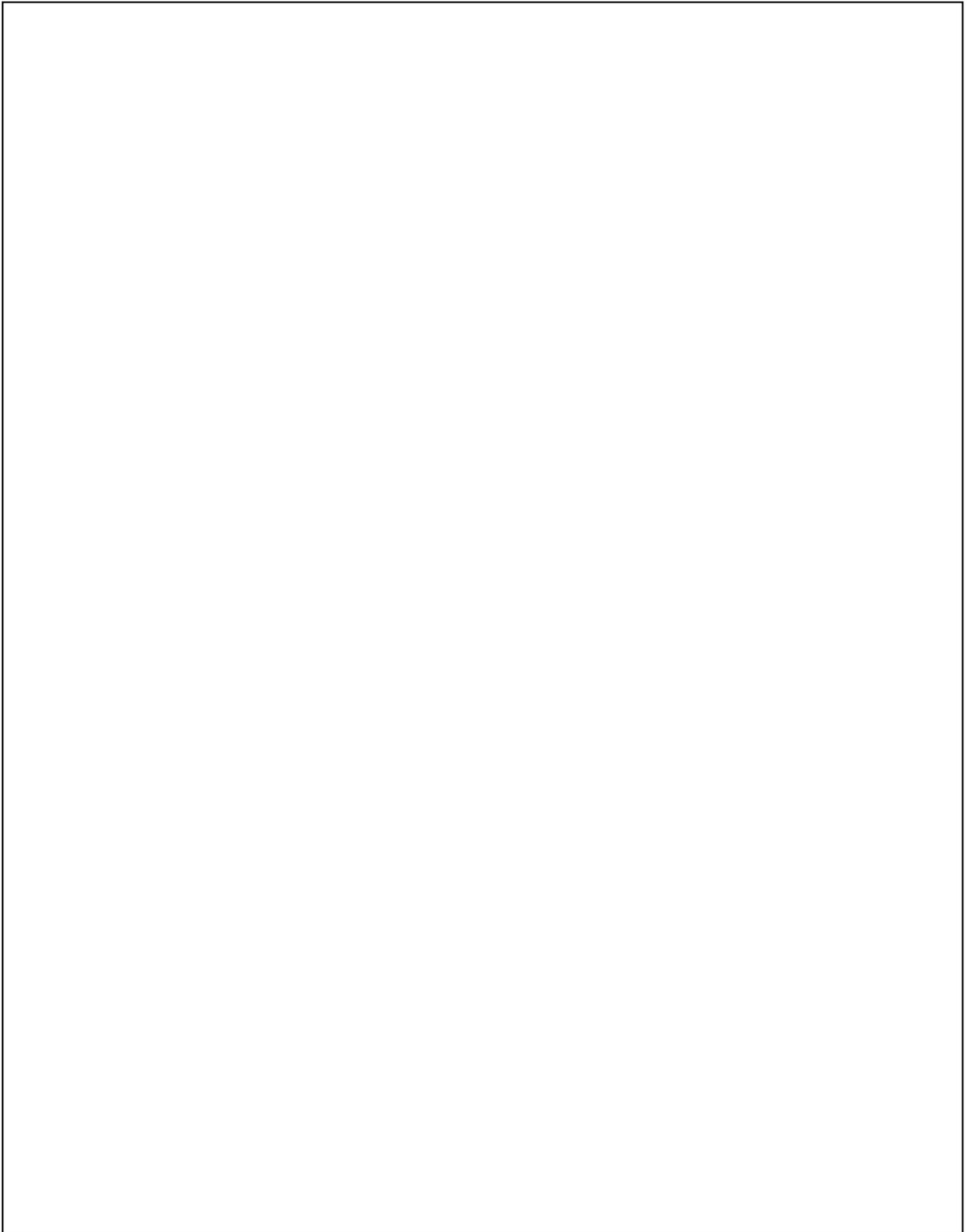
*The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from this 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 noted here.*

Sustaining the impact of this program model will be accomplished by increasing the number of districts and schools that implement our best practices and lessons learned. As the only career-technical school in Ohio to hold STEM school designation, Collins Career Center is positioned to share "what works" and "what doesn't" with other traditional high schools and career centers throughout our region. Our model can be replicated by other career-technical schools interested in creating stand-alone STEM schools. The construction and design of the STEM center will provide a working model for other districts interested in enhancing student achievement. One example is Southern Hills Career Technical Center in Brown County, Ohio. The staff and administration expressed an interest in implementing the CCTC STEM Academy model, and Andrea Zaph (our STEM Academy principal) has worked with them to begin planning their STEM implementation. The district has already implemented problem-based learning and they are comparable in size to our district. Andrea and other STEM Academy team members understand the components of a successful STEM academy, and can provide leadership and consultation to other districts. Our STEM Academy staff and partners have presented workshops at many professional meetings and conferences, including: Ohio STEM Learning Network, National Network of Health Career Programs in Two-Year Colleges (NN2), Association for Career and Technical Education, Ohio Association of Career-Technical Superintendent, and Problem Based Learning Center of Excellence. We anticipate that all outcomes of the Straight A project will be shared through these and other regional and national opportunities. We will use the new STEM building as a showcase for our program by hosting meetings and tours in the facility. Community groups and employers will have opportunities to learn about the Academy by visiting and using the labs and learning spaces. We will ensure that strategies are in place to effectively communicate achievements and successes, and that our marketing and public relations outputs positively communicate messages about the project. Outcomes will also be shared with our district, business and industry partners, and greater community via traditional and social media. Staff, industry partners, parents, and students will be featured in targeted marketing and public relations efforts highlighting the building project and the STEM Academy. The STEM Academy website, Facebook page, and Twitter accounts will keep followers updated on progress and outcomes. Updates will be shared at all CCTC advisory committee meetings. Formative and summative evaluation reports will be shared with the Ohio Department of Education and all other funders.

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).

Jaime Chafin



Sections 

**Consortium Contacts**

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

Partnerships

Lawrence County (051185) - Lawrence County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Heather	Sherman	614-578-5888	sherman@battelle.org	Battelle Education		505 King Avenue, , Columbus, Ohio, 43201	
Dr. James	Payne	740-532-4223	james.payne@lc.k12.oh.us	Lawrence County ESC	047910	111 S 4th St, Ironton, OH, 45638-1522	
Jaime	Chafin	740-867-6641 x413	jschafin@collins-cc.edu	Lawrence County - Collins CTC Adult Education		11627 State Route 243, , Chesapeake, Ohio, 45619	
Michael	McComas	304-710-3453	mccomas2@mctc.edu	Mountwest Community and Technical College		1 Mountwest Way, , Huntington, West Virginia, 25701	

Implementation Team

Lawrence County (051185) - Lawrence County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Brandon	Bennett	Associate Director of Allied Health	*facilities manager	RN with a MSN	*Pilot PBL instructor *10 years healthcare experience * administrative experience including facilities construction and maintenance	BSN MSN	30	
Andrea	Zaph	STEM Academy at CCTC Principal	*work with architects to design a STEM building conducive to supporting student achievement *monitor progress of the project based on the established timelines *incorporate curriculum and instruction best practices into STEM building design	Andrea has a Bachelor of Science in Medical Technology. Zaph also holds a Master of Arts in Education with a Curriculum and Instruction specialization. She will successfully complete her Ed.D. in Education Leadership and Management in 2016.	18 years experience in the clinical and pathology laboratories as a technologist, supervisor and administrative director. As an administrative director, she oversaw a construction project to remodel a clinical laboratory that performs 1,000,000 plus tests per year. She has been an adult education instructor and program director since 2010, and a high school Health Informatics instructor for two years in a project based learning classroom. She is a master teacher for Health Informatics, and a team leader for the Project-based Learning Center of Excellence Grant at Collins CTC.	B.S. in Medical Technology M.A. Ed. Ed. D. capstone/ dissertation candidate	20	
Jaime	Chafin	Collins CTC Post-secondary Education Director	*coordinating secondary and post secondary pathways	Jaime Chafin has 16 years of education experience, during which time she has built an extensive adult education operation as well as gaining experience with secondary students. T	The STEM Academy at CCTC was built out of her desire to merge the two operations and provide an early college experience for high school students that would allow them a pathway to earn a degree with valuable credentials. It is her belief and the goal of the STEM academy to move students into gainful employment early in life while teaching the importance of lifelong learning, thereby encouraging a lifetime of success.	BSN M.S. Adult and Technical Education	10	
Richard	Sketel	Treasurer	*monitor budget for implementation and sustainability of the project	*Extensive accounting and budgeting experience in education.	*state auditor for 20 years * school district treasurer for 8 years	B.S. in Accounting M.S. in Accounting	10	