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Adjusted Allocation: 0.00

Remaining: -674,000.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Competency Based Education Innovation at the STEM Academy of Lawrence County at Collins Career Technical Center

2. Project Tweet: Please limit your responses to 140 characters.
   The STEM Academy at CCTC will implement competency based education to achieve an innovative and individualized student education experience.
   This is an ultra-concise introduction to the project.

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.

<table>
<thead>
<tr>
<th>Grant Year</th>
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<tbody>
<tr>
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</tbody>
</table>
4. Explanation of any additional students to be impacted throughout the life of the project. This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

Students enrolled at CCTC but not in the STEM Academy will have access to STEM certification pathways such as Nursing Assistant, Pharmacy Technician and Phlebotomist. The competency based model will be utilized for all CCTC students in the future. This has the potential to impact an additional 250 students. 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. Area high school and middle school students will attend events will expose students to STEM occupations and give them opportunities for career exploration in a real world setting. Students interested in enrolling in the STEM Academy attend a STEM Boot Camp to explore programs and participate in design challenges and activities to expose them to the STEM environment.

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
The STEM Academy of Lawrence County at Collins Career Technical Center (CCTC)

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 current state of the problem is having the capability to meet the needs of an increased number of students in more diverse career programs. The needs exists for tools to develop and assess competency in all of the STEM Academy Programs: Health Science, Nursing, Exercise Science, Robotics and Advanced Manufacturing, Clean Energy Technology, Energy and Power, Networking, Programming, Medical Laboratory Technology and Veterinary Science.

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 STEM Academy at CCTC will implement competency based education to achieve an innovative and individualized educational experience for each of our students. Students will have
the opportunity to explore several different career options. Once an option is chosen, they will be placed in that pathway and the student will be scheduled to shadow at several of our different clinical sites. Students will be assigned a mentor in the chosen pathway who will ensure that they are competent in the area selected. Students will have hands on real world competencies that they will have to demonstrate before moving on to the next set of competencies. During the second semester of their senior year, students who have completed all competencies will be able to be assigned an apprenticeship in the area they have chosen. Educators will work with peers within the school district, parents, and community, business and industry partners in a collaborative effort to develop standards and a curriculum plan for each pathway. Stakeholders will also develop learning plans for students. These Individualized Career and Academic Plans (ICAP) are focused on a clear pathway for each student that compliments that student's learning style, interests and chosen career. Each individual plan is designed to allow the students to shine in their current skill level and clarify expectations that encourage students to progress in their learning experience. These plans facilitate an atmosphere of self-directed learning. Students have a jointly developed career pathway that is reviewed and updated throughout each semester. Students plan their schedule, monitor workload and evaluate their progress. Students meet with STEM coaches to assist them if they are struggling or anticipate they may have difficulty. Students are encouraged to progress in their coursework as they meet course competencies. Students have the opportunity to exercise voice and choice to determine their method of meeting competency. Instructional practices foster innovative and creative learning by utilizing project based learning, professional learning communities, work based experiences, blended learning and 21st century skills. An online competency driven data base will be created to monitor and provide feedback to individual students as they master a competency. Each student's competency test map will equate to a cumulative point value that will provide a traditional letter grade and progress report for accountability. A variety of assessment options such as observation, essays, interviews, performance tasks, tests, rubrics and self and peer evaluations will exist to show mastery and progress at their individual pace rather than advancing or progressing at the pace of other students. A common curriculum will be developed by identifying common competencies that will provide a less redundant course progression. Students will be provided voice and choice within the common curriculum as well to maximize their individual learning styles and competency proficiency. Faculty and staff working together to identify common competencies will provide a broader learning base for both faculty and students to progress toward individual student learning and mastery. Students will only be required to repeat and demonstrate competency in the competencies not previously mastered. Duplication is not necessary. Efforts are better spent focusing on what is preventing the student from being successful. Students will have the opportunity to progress through the courses without restrictions and complete their high school curriculum while continuing with post-secondary courses. The amount of time needed to complete a degree, earn a credential and work in a high demand job will be shortened.

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 process. - (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 desired outcome is increased student achievement utilizing individualized instruction and assessment through competency based education. Students will drive their own learning and have the ability to progress at their own pace. Master of competencies will be assessed through multiple methods to allow for success for students of all learning styles and preferences. To assess progress toward our primary goal of increased student achievement, we will utilize an online competency-driven database.

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.

This assumption is based on best practice and research comparison of common metrics utilized by members of the Ohio STEM Learning Network (OSLN) and core curriculum competency achievement in other organizations such as the National Network of Health Career Programs in Two Year Colleges (NN2). Student engagement and student achievement are directly proportional. Student engagement increases with a student's freedom to make choices in his or her education. Achieving milestones with mastery of competencies and moving ahead in a career program curriculum at a pace set by the student provides an innovative method for students to drive their own education and realize measurable goals that lead to a high demand career.

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

During the 2015-2016 school year, we have tested these assumptions at the STEM Academy at CCTC. We have utilized ICAPs for each student and tracked progress through monitoring and coaching by our STEM Academy career and academic coaches. Student progress was discussed during weekly meetings with STEM faculty and administration. Students were counseled regarding success strategies such as time management, study skills, and stress management. Decisions regarding enrollment in college courses for dual credit or enrollment in high school classes only were made as a team with the student making the final decision. Student enrichment activities for personal, academic and career growth were implemented. These included work site visits, interaction with work based experience partners, clinical internships, college visits, job fairs, design challenges, authentic project based learning projects and service projects. A measure of our success is the college credits earned by our students. During Fall semester, 55 students earned 315 credits and 38 students earned 204 college credits during Spring semester. Competency based education is the next step to accomplish our goal of increasing student achievement through an accommodating learning environment where a culture of success is pervasive and learning is individualized.

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).

Continuous internal evaluation of all components of the competency based model will be executed with specific quantitative metrics being utilized to measure individual student achievement and overall STEM Academy success. Competency based indicators for mastery of 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
v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

- Credit attainment (attempted/completed) - Baseline: 81% Fall 2015, 100% Spring 2016
- Postsecondary degree completion - no baseline
- Mastery of competencies - no baseline
- National certifications - baseline 70%
- Job placement - baseline 80%
- Graduation rate - baseline 98%

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. 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.

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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. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

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?
- 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)
   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)

   **Enter Budget**

   **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.

   674,000.00 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 overall budget includes 25% of the salaries for the Post Secondary Director, STEM Academy Principal and a guidance counselor ($44,000). The equipment costs include STEM science for all programs $102,000, chemistry for all programs ($22,000), a Design Lab ($50,000) to be utilized as part of our RAMTEC program, a student clinical laboratory for the MLT program ($20,000), a simulation lab mannequin ($70,000), a virtual dissection table ($60,000), Scientific Calculators ($2400), (Graphing Calculators) $24,000, Geometers Sketchpad ($6400), and Ti-Nspire...
Student software (math and science) $7400. Furniture for five classrooms is also included in the budget at $75,000 along with lab tables and stools for our RAMTEC facility at $24,000. To achieve 1:1 device distribution for our students, chromebooks, carts and laptops (where program specific software requires) are also included at $156,000. Supplies for the science courses present a cost of $10,000. The total grant request is $630,000 for equipment and supplies.

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.

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<tr>
<td>d. Sustainability Year 4</td>
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</tr>
<tr>
<td>e. Sustainability Year 5</td>
<td>54,000.00</td>
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</tbody>
</table>

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 sustainability costs include $44,000 in salaries and $10,000 in supplies.

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.

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.

The reallocated funds will come from salaries that are currently being paid and supplies that are and have been purchased for existing science courses.

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 Team Key Personnel information by clicking the link below:

Add Implementation Team

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 - January 2017
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:

With the implementation of the competency based education model, The STEM Academy at CCTC 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 tools and equipment that can be used for STEM events, summer learning experiences, and career awareness events for all CCTC students as well as middle and high school students throughout the county. 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 campus 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:

Jaime Chafin

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.

Continuous internal evaluation of all components of the competency based model will be executed throughout the pilot. The continuous improvement plan includes: Clear and measurable outcomes credit attainment - each semester degree completion - annually mastery of competencies - ongoing tracking national certifications - annually job placement - annually Continuous feedback teacher, student and partner surveys - biannually and annually advisory meetings - biannually mentor feedback - weekly evaluation of student clinical/ internship performance - each semester learning management system - ongoing Best practice and research comparison common metrics from Ohio STEM Learning Network - on-going core curriculum competency achievement in other organizations such as National Network of Health Career Programs in Two Year Colleges (NN2) - annually Methods of analysis: Formative and summative data Formative - continuous feedback Summative - measurable outcomes

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 STEM schools. Our PBL team has provided professional development and guidance to several school districts: Southern Hills CTC, Mid-East CTC, Dawson Bryant, OU Southern Teacher Education, and Delaware Career Center (August 2016). 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 the High Schools That Work regional and national conferences. We anticipate that all outcomes of the Straight A project will be shared through these and other regional and national opportunities. We will host 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. Outcomes will 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. 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
No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>Partnerships</th>
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<td>No partners added yet. Please add a new partner by using the form below.</td>
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## Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Education</th>
<th>% FTE on Project</th>
<th>Delete Contact</th>
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</thead>
<tbody>
<tr>
<td>Jaime</td>
<td>Chafin</td>
<td>Director of Post Secondary Education</td>
<td>grant administration competency based database development faculty professional development business relationships and partnerships</td>
<td>Principal's license</td>
<td>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. 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.</td>
<td>Master's in Adult Technical Ed BSN</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Andrea</td>
<td>Zaph</td>
<td>STEM Academy at CCTC Principal</td>
<td>Competency based database development faculty professional development curriculum development ICAP development student counseling parent and community relations</td>
<td>Alternative Administrator License - Principal Adult Education License Alternative Resident Educator License Medical Technology License</td>
<td>Andrea has a Bachelor of Science in Medical Technology and 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. Zaph also holds a Master of Arts in Education with a Curriculum and Instruction specialization. She is a master teacher for Health Informatics, and a team leader for the Project-based Learning Center of Excellence Grant at Collins CTC. She will successfully complete her Ed.D. in Education Leadership and Management in 2016.</td>
<td>BS in Medical Technology MA Ed. Curriculum and Instruction Ed. D Education Leadership and Management (coursework complete)</td>
<td>25</td>
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