

Ohio Energy Project

SOAR Survey and Workshop Results

Overview of SOAR:

SOAR Analysis Introduction:

The SOAR analysis is a strategic planning technique which helps organizations focus on their current strengths and opportunities, and create a vision of future aspirations and the result they will bring.

Why do a SOAR analysis for Ohio Energy Project?

The SOAR analysis is a powerful tool to come together to recognize the potential of Ohio Energy Project and create a shared vision of the future. The goal is to build on the strengths of OEP.

Ohio Energy Project will use the SOAR model to:

- To reshape existing programming and explore new programming.
- To develop a strategic plan for a reimagined OEP.
- To establish the value proposition business develop messaging framework.
- To focus and redirect efforts and resources.

Instructions:

- Please provide at minimum of two responses for each SOAR prompt.
- Limit responses to short conceptual phrases for quick review.
- Keep responses strategic as opposed to tactical/operational.
- Don't completely ignore threats and weaknesses even though they aren't defined as their own categories. Instead, reframe threats and weaknesses as positive statements via a strength, opportunity, or aspiration.
- If possible, provide responses by end of day Thursday, June 25th. This will allow collection and presentation of responses provided.

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Final Statements from SOAR Workshop:

Strengths:

Ohio Energy Project creates enduring relationships with students, educators, and the community through quality educational resources and unique experiences, that develop student leaders and impact energy behaviors.

Opportunities:

The current challenges from COVID 19 provides OEP the unique opportunity to expand our footprint throughout Ohio. In addition, this presents us with the opportunity to expand our leadership and career development resources for educators and students throughout OH.

Aspirations:

Make OEP a household name in Ohio and beyond!

Results:

Providing exceptional education resources to teachers in OH and beyond, a financially secure OEP empowers students to lead themselves, their peers, their families, and their communities in energy conversation and lifelong learning.

Final Categories from SOAR Workshop:

	Strength	Opportunity	Aspiration	Result
Category 1	Professional development and resources , aka "The Training & The Stuff"	Expanding opportunities for student leadership and career advancement	Expand Programing	Demonstrated Impact on Student Career Choices
Category 2	Student Leadership	Leverage technology across all programs	Educational Outreach - Target the underserved	Tracked/Collected/Evaluated/Reported data to support behavior changes
Category 3	Great people	Expanding the OEP footprint	Organizational Growth and Marketing Outreach	Broad Geographical Reach
Category 4	Career Development	With challenge comes opportunity	Organizational Sustainability- Diverse Funding	Successful Fundraising that leads to financial security
Category 5	Enduring Relationships	Align with STEM partners to create a STEM Outreach program.	Lifelong learners	Continued Student Leadership and Development through the impact of the program
Category 6	Knowledge Content	Diversifying partners to expand funding	To Ohio and Beyond	Provide a clear value to Teachers/Educators through educational and professional development resources.

Key areas of focus:

Expanding & Growth- Thinking bigger than Ohio. What does diversity in funding sources look like?

Technology- Technology as a transformational tool.

Development for Impact and Measurable Results- Staff, stakeholders (Teachers & Students), and program alignment with goals of leadership, STEM, and conservancy.

People: Relationships and stakeholders (Teachers and Students)

Strengths- What Ohio Energy Project does well, along with its key assets, resources, capabilities, and accomplishments.

Example questions to consider when evaluated Ohio Energy Projects Strengths:

- What do we excel at?
- What are our greatest accomplishments?
- What are we most proud of?
- What makes us unique?
- What do we provide that is world class?
- What strengths are most valuable in our marketplace?
- What do we do or have that's better than anyone else?

Strengths Statement from SOAR Workshop:

Ohio Energy Project creates enduring relationships with students, educators, and the community through quality educational resources and unique experiences, that develop student leaders and impact energy behaviors.

Strengths SOAR Exercise Results

Professional development and resources, aka "The Training & The Stuff"

- Teacher focused
- Proven classroom activities
- Helps students to realize their own strengths not only in science but through leadership and communication skills
- Providing teachers with tools and kits that they can use multi-years. Augments teacher's dearth of teaching supplies and materials, which helps to keep teachers in our program.
- Teaching model that engages students and teachers
- We always think what would make things better for educators
- Providing hands-on support/instruction to guide educators
- Teacher training
- Providing materials and instructions for presenting to students
- Helping teachers feel confident in teaching STEM
- Professional development opportunities and materials for teachers at no cost
- Provide and deliver a comprehensive energy education program for both teachers and students
- Providing free resources to teachers, eliminating barriers to entry

Student leadership

- Our philosophy of "Kids teaching kids" is unique and empowering to our students and teachers.
- Model of older students teaching younger students is a best practice in education.
- Putting learning into practice with kids teaching kids and kids teaching families - powerful, impactful
- Training high school students to teach grade school students
- Developing leadership in youth
- Creating a "Kids Teaching..." model to highlight youth leadership
- Kids Teaching Kids & Student Leadership
- Building young leaders

Great people!

- Staff appreciate the value of metrics to measure progress and as a tool in seeking funding support
- Supportive, active Board
- Engaged staff
- World class staff, board, teachers and students
- Corporate funding partners

- Flexible with change
- Survived past challenges and become stronger as a result
- Talented, knowledgeable, coordinated, committed staff.
- We have unique connections between business, energy providers and education institutions.

Career development

- New emphasis on careers is very attractive for existing partners as well as recruiting new ones in the marketplace
- Energy career exploration

Enduring Relationships

- Connecting with teachers
- Strong buy-in by school administrations
- Enthusiastic responses from teachers and students
- Teacher partnerships
- Building long-term relationships with teachers
- Developed and maintained a great relationship with educators, students, utilities and other key stakeholders
- We establish relationships with our teachers and students.
- Fiercely loyal teachers and students
- Maintains strong relationships with key assets
- Good reputation with teachers in Ohio!
- Engagement within teachers and students
- Importance of relationships with teachers we serve

Knowledge content

- Deep and balanced energy education
- Creative programming with teachers & students
- Reaches thousands of people
- Free, exceptional resources
- Many times on evaluations after grade level PD's, teachers state that this was the best workshop they have attended in their careers. They leave with the knowledge, materials and experience to do lessons that match Ohio teaching standards.
- National scope behind the Ohio program
- Provide awesome programs with the supplies to put in action immediately - it's a one, two punch
- Excellence in educational resources and materials
- Energy Education and curriculum development
- Strong knowledge base
- Superb at delivering the topic right into the classroom.
- Remarkably strong staff knowledge, enthusiasm, etc
- Ability to "read" the educational needs re: energy and develop & deliver pertinent programs and teaching units to students and teachers.
- Educating students and teachers about energy
- Science curricula aligned with standards

OPPORTUNITIES- What circumstances exist that Ohio Energy Project could leverage for success, eg. To build business development funding, programming, or a competitive edge in providing education.

Example questions to consider when evaluated Ohio Energy Projects opportunities:

- What partnerships would lead to greater success?
- What changes and trends exist that align with our strengths?
- What threats do we see that we could reframe as opportunities?
- What needs and wants are we currently not fulfilling for our internal and external stakeholders?
- Are there gaps that we could fill?

Opportunities Statement from SOAR Workshop: The current challenges from COVID 19 provides OEP the unique opportunity to expand our footprint throughout Ohio. In addition, this presents us with the opportunity to expand our leadership and career development resources for educators and students throughout OH.

Opportunities SOAR Exercise Results

Expanding opportunities for student leadership and career advancement

- Student leadership component could be capitalized on to expand support for the program
- Align with Corp talent gaps regarding skilled labor and technician workforces
- Opportunity to address energy conservation
- Connecting companies with kids - maybe mentorship for a day (or longer)
- Partner with technical schools and universities to see impact beyond k-12
- Integrating student entrepreneurship into curriculum to enhance leadership and innovation
- Develop relations with other student leadership programs
- Creating opportunities for young adults (volunteer/YP board/etc.) to create buy-in from a new audience
- I think there is a gap with our older population. A program of "Kids teaching seniors" (who may be less likely to use technology) is a void.
- Promoting new careers in energy
- Program responded quickly to school closings and maintained quality services and support for energy education. This could be used to expand the program's reach and impact

Leverage technology across all programs

- Integrating technology into both curriculum and professional development to leverage STEM
- Technology is a greater part of our world - STEM education and we need to expand our portfolio.
- Wonder if we can "retool" to help teachers address virtual education challenges
- Increase technology

Expanding the OEP footprint

- We see the need to reach into minority and economically struggling communities but have never quite figured a way forward to execute. With what minority organizations might we partner to get guidance in this area?
- Positive local media and teacher and student evaluations, stories could be used more effectively
- Creating programming that serves students/educators in non-traditional classroom settings
- Now is the time to really focus on OEP impact with a heat map of every county and participation to drive both program and development.
- Targeting low income sector can help get more support from PUCO, utilities, communities, etc.
- Expand reach beyond Ohio
- The threat of the discontinuance of the EE program can now turn into an opportunity to build other versions. EE program and develop a new and innovative version that isn't constrained by contracts and would be very attractive to smaller donors due to the impact on messaging in homes - an EE v.1.0 and v2.0
- Multi state expansion possibilities
- More focus on underserved communities

- Aggressively pursue a pilot program in an AMP community in another state to look at opportunities in other states for generating fees for services.

With challenge comes opportunity

- Providing virtual learning to support in-person learning
- Threats: continued disruption of schools due to pandemic—so how else will that affect OEP beyond on-line classes. How will it impact sponsorships?
- Pandemic has pushed OEP to dive into on-line learning. Our toes are wet, but we need to swim in deeper waters with it.
- CV-19 has forced us into offering more online content and training
- Adapts to changes quickly and efficiently
- What does student programming look like in the CV-19 era if students can't take field trips?

Align with STEM partners to create a STEM Outreach program.

- Re-imagine all OEP programs with the best STEM design practices to recruit new teachers, students and funders
- Re-imagine the Energy Bike as one of the core components to a STEM outreach program with new public audiences such as after care centers and new and improved version of the Bike Program for district teams of teachers to learn how to teach the bike vs. building it
- Building partnerships with other STEM-focused nonprofits to extend impact
- Tapping into the STEM education trend
- Leverage STEM - build more robust STEM curriculum
- Be seen as a leader in renewable energy education
- Broader focus or expand opportunities in STEM, leadership and careers
- Promoting science solutions to energy challenges
- Continue to promote STEM education

Diversifying partners to expand funding

- More diverse funding to ensure longevity
- Greater outreach to diversify funding
- Evolving energy landscape
- OEP should get much more involved with legislative relationships
- Energy Education -- should be a lot of business/corporations that care about this topic and support this as an opportunity to "do good."
- More major companies like Amazon are building facilities in Ohio so OEP has more sponsorship opportunities
- Use City of Dayton as a model to market new districts and funders.
- Expanding beyond reliance on e3 smart program for funding
- Opportunities to expand programming is limited by current staff levels
- Diversified funding
- Rethink funding partner opportunities
- Inclusion of alternate energy providers to Board
- Expand sponsor base to other energy related industries
- Expanding our partnerships beyond utilities
- We are presently certified by OANO for best practices for a 501(c)(3), a very good thing to have when seeking funding. Recertification is coming up soon. We should investigate & consider pushing another certification organization or stick with OANO. (OANO has not been especially responsive, so perhaps we ride another horse...)
- Funding development is ever-present challenge. We are doing well, but need to keep a focus and push on it.

Aspirations- An expression of what you want Ohio Energy Project to be and achieve in the future. A vision to build on current strengths, provide inspiration, and challenge the current situation.

Example questions to consider when evaluating Ohio Energy Projects aspirations:

- What do we want to achieve in the future?
- What should our future organization look like?
- How can we make a difference?
- What are we passionate about?
- What strategies and actions support our perfect future self?

Aspirations Statement from SOAR Workshop: Make OEP a household name in Ohio and beyond!

Aspirations SOAR Exercise Results

Expand Programming

- To be innovative in delivering energy education to educators and students through a variety of programming
- programs that align to STEM
- programs that bring in new technologies and learning platforms for students and teachers
- That OEP evolve excellent on-line teaching capabilities in line with classroom of the future needs. (Might also include “classroom” teaching via Zoom or similar platform.)
- Develop strong student alumni support program
- Virtual learning components to support in-person learning
- Help future consumers understand role in wise energy use
- Staff enrichment opportunities are offered to keep our staff on cutting edge for our clients, professionally advancing, and professionally engaged and fulfilled.
- Identify priority areas for staff/talent development
- Trusted source of energy education
- creating a learning community to promote the sharing of best practices and innovation that will deepen the impact of OEP
- Is it practical for a future organization to have a group that develops teaching units and a group more often on the road (or in front of Zoom camera) delivering the lessons? Would give each group more time to focus on task, but unless integrated somehow might lose “changing needs of topic for classroom” observations. Point: as it is now, most staff seem very involved in both aspects and get stretched thin
- Massive Youth Energy Celebration with one day for elementary and middle school, and one for high school.
- OEP staff needs training opportunities in new energy technologies and research.
- OEP is the go-to STEM professional development resource for teacher and students, linking teachers with each other and students with industry professionals
- In a rapidly changing energy field, students would benefit from learning about career opportunities.
- OEP is the go-to STEM learning resource for teachers and students

Educational Outreach- Target the underserved

- Regional directors in parts of the state to help us grow and build consistency across the state.
- That OEP be functioning in every Ohio school district within X (10?) years.
- Partner with 5 technical schools, universities, or corporations specifically related to energy leadership and professional development
- I would like to meet the needs of more students in rural Ohio school districts.
- Reach every student in Ohio
- Build on on-line program for smaller rural district participation

- Can we reach every student and teacher in the state
- Programs in all Ohio counties
- OEP provides programming to every school district in Ohio
- 50% of Programming directly supports underserved communities
- Expansion to cover all areas of the state with an emphasis on less affluent school districts

Organizational Growth and Marketing Outreach

- Community outreach
- OEP is a household name, like COSI
- OEP is a household name
- We want to expand our impact throughout Ohio
- Develop stronger relations with media to showcase student leadership and achievement

Organizational Sustainability- Diverse Funding

- Build better funding - seek Breyer state program funds
- Funded by more than the state's electric/gas utilities
- Living, breathing, strategic goals that can be measured with solid, meaningful data.
- Become more visible to other stakeholders by utilizing more marketing tactics (social, digital, print, etc.)
- Expanded support across variety of funder groups
- An endowment fund is created and built over next X (5?) years.
- A stable financial future for the organization's important work
- expand financial base beyond utility companies
- Continue to develop new funding partners

Life long learners

- Students are interested in energy issues for their lifetime
- Strong passion for growth and leadership among students
- Students explore careers in energy fields
- Passionate about teaching the science of energy to gain the interest of careers in energy/engineering from students early
- Increase focus on leadership development
- We are passionate about teachers, as without their buy in, we don't reach a student or a family. They are the front of the line.
- Teachers are empowered to teach science content in unique ways and are provided the resources they need
- Passion for kids educating kids
- Students impact their homes and communities as advocates to protect the environment
- 100% staff and board FULLY committed to excellence.

To Ohio and Beyond

- That OEP is THE national model for K-12 energy/leadership education.
- OEP has partners at the local, state, regional, and national level working to promote energy education, efficiency, and conservation
- Grow the program outside of Ohio
- Infuse STEM, leadership and careers into a platform that reaches beyond Ohio
- Expand the successes beyond Ohio so that more are exposed to the teaching methods and content championed by OEP

Results- Tangible outcomes and measures that demonstrate Ohio Energy Project achieved your goals and aspirations. Stretch yourself to think outside just output numbers and push to additionally consider behavioral outcomes as a result of achieving your goals and aspirations.

Example questions to consider when evaluating Ohio Energy Projects results:

- What measures will tell us we are on track to achieve success?
- How do we translate our vision of success into tangible outcomes for OEP? Teachers? Students? Funders & supports?
- How do we know when we've achieved our goals?
- What stories will you be proud to tell about what OEP has achieved?
- When our program supporters and recipients talk about their experience working with OEP, what will they say? What life benefits did they receive beyond the obvious?

Results Statement from the SOAR Workshop: Providing exceptional education resources to teachers in OH and beyond, a financially secure OEP empowers students to lead themselves, their peers, their families, and their communities in energy conversation and lifelong learning.

Results SOAR Exercise Results

Demonstrated Impact on Student Career Choices

- How many OEP students go on into energy or education fields?
- Long term - where are the students that been through the program?
- Story: OEP wins award for innovative outreach to disadvantaged communities, encouraging career opportunities in STEM & energy field.
- Story: OEP is national model for K-12 energy and STEM education and career path encouragement
- Try to define a way to determine career choices of OEP-trained students—especially student leaders—to determine if they ultimately chose any STEM or otherwise energy-related field.
- Students reference OEP as their reason for pursuing STEM career fields
- Tracking the impact of a student's career path or choice because of their involvement with OEP programs
- Hearing from former students now in energy careers
- Consider an alumni program to track students' future success and chosen majors and careers

Tracked/Collected/Evaluated/Reported data to support behavior changes

- Continued tracking of numbers, but coupled with success stories, particularly the impact on the program over time for its student leaders
- Comparing Ohio energy demand reductions w/ states w/o energy education
- Changing behaviors is the ultimate measure of learning. Surveys and observations by teachers may be a way to measure this.
- stories about behavioral changes at school, home and the community
- Does new understanding lead to lifestyle changes for participating teachers, students (conservation, etc.)
- Evaluations that measure changes in knowledge and perceptions of students

Broad Geographical Reach

- 88 counties served
- Receive recognition amongst state and local entities
- All school districts in Ohio are utilizing OEP curriculum
- MUST have a heat map of participation in every county as a baseline for goal setting.
- Multiple partnerships at the local, state, regional, and national level
- A key measurement for success is reaching under resourced schools.
- Our mission is no longer needed when we have touched every science teacher in Ohio.
- 5 major inner city Ohio school districts have a program
- Expand programs to currently unserved areas of Ohio

Successful Fundraising that leads to financial security

- Increase in outside funders
- Funders experience OEP through our programs
- Our mission is so critical, that OEP has an established, well-funded endowment for the future.
- There is a connection between the funder and school, teacher and/or student in their community or region
- Stakeholders lauding OEP for professionalism, partnering & results
- 5 new partnerships - new funding of \$250k
- Our funders will say that OEP helps educate the future citizens of the world with energy and the environment in mind in their decision making.
- Financial sustainability is critical to OEP right now
- New funding sources to expand outreach
- Obtain substantial increase in non-utility funding

Continued Student Leadership and Development through the impact of the program

- Story: Several of our OEP graduates from across the state have taken their knowledge into public sector leadership or elected positions to impact Ohio energy policy.
- Hearing from former students now in leadership roles
- Students are leaders in their schools, homes and communities
- Growing % of Ohio students engaged in OEP programs
- Every kid is a leader and we help them realize it. It's the heart of what we do.
- Many students on Energy Teams for our Fairs come back multiple years of their positive experiences.
- How many shy kids become leadership stars?
- Develop programs that increase focus on renewables

Provide a clear value to Teachers/Educators through educational and professional development resources.

- Teacher referrals tell us that people are excited about our programs and want to share it with others.
- One metric we use now: how many teachers are return customers?
- Energy is educator's favorite unit to teach in their curriculum
- increase in teacher participation due to quality STEM curriculum and opportunities
- Educators seek out OEP not only as a learning resource but as a professional development opportunity to connect with other STEM teachers
- Benefits for teachers include our continued support after the workshop is over.
- Document the impact of OEP on teachers as noted above for student leaders. Collect testimonials.
- Become more involved in programs, presentations, panels discussing STEM and science of energy education
- How many teachers return year after year, project or not?
- Make an impact amongst schools and educators
- A special education teacher said that she never expected her special needs students to do series and parallel circuits. However, after attending our workshop and their practice with Snap Circuits they were able to participate in a mainstream classroom on the topic.

All SOAR Survey Responses by Individuals:

Respondent Key:	
1	Andrew Finton
2	Janet Rehberg
3	Jeanne Gogolski
4	None Provided
5	Stjepan Vlahovich
6	Barry Schumann
7	JF Bird
8	Monique Heath
9	Susan Wasmund
10	Sue Tenney
11	Jessica Sarber
12	Bill Yost
13	Holly
14	TJ Faze
15	Shauni Nix
16	Devin Parram

Responses by Individuals	
1S	Engagement within teachers and students
	Reaches thousands of people
	Maintains strong relationships with key assets
1O	Diversified funding
	Multi state expansion possibilities
	Adapts to changes quickly and efficiently
1A	Trusted source of energy education
	Strong passion for growth and leadership among students
	Can we reach every student and teacher in the state
1R	Receive recognition amongst state and local entities
	Make an impact amongst schools and educators
2S	Provide and deliver a comprehensive energy education program for both teachers and students
	Developed and maintained a great relationship with educators, students, utilities and other key stakeholders
2O	More major companies like Amazon are building facilities in Ohio so OEP has more sponsorship opportunities
	Targeting low income sector can help get more support from PUCO, utilities, communities, etc.
2A	Grow the program outside of Ohio

	Become more visible to other stakeholders by utilizing more marketing tactics (social, digital, print, etc.)
2R	Financial sustainability is critical to OEP right now
	Long term - where are the students that been through the program?
3S	Good reputation with teachers in Ohio!
	Model of older students teaching younger students is a best practice in education.
3O	Energy Education -- should be a lot of business/corporations that care about this topic and support this as an opportunity to "do good."
	Wonder if we can "retool" to help teachers address virtual education challenges
3A	NONE
3R	Evaluations that measure changes in knowledge and perceptions of students
	Does new understanding lead to lifestyle changes for participating teachers, students (conservation, etc.)
4S	Free, exceptional resources
	Teacher focused
4O	Greater outreach to diversify funding
	Increase technology
4A	Programs that align to STEM
	Programs that bring in new technologies and learning platforms for students and teachers
	Community outreach
4R	Increase in outside funders
	Increase in teacher participation due to quality STEM curriculum and opportunities
	Stories about behavioral changes at school, home and the community
5S	Remarkably strong staff knowledge, enthusiasm, etc
	Teaching model that engages students and teachers
	Supportive, active Board
	Survived past challenges and become stronger as a result
	Enthusiastic responses from teachers and students
5O	Student leadership component could be capitalized on to expand support for the program
	Positive local media and teacher and student evaluations, stories could be used more effectively
	Program responded quickly to school closings and maintained quality services and support for energy education. This could be used to expand the program's reach and impact
5A	A stable financial future for the organization's important work

	Expansion to cover all areas of the state with an emphasis on less affluent school districts
	Expand the successes beyond Ohio so that more are exposed to the teaching methods and content championed by OEP
5R	Continued tracking of numbers, but coupled with success stories, particularly the impact on the program over time for its student leaders
	Document the impact of OEP on teachers as noted above for student leaders. Collect testimonials.
6S	Connecting with teachers
	Developing leadership in youth
	Deep and balanced energy education
	Science curricula aligned with standards
	Fiercely loyal teachers and students
	Energy career exploration
6O	Evolving energy landscape
	Opportunity to address energy conservation
	Promoting new careers in energy
	Promoting science solutions to energy challenges
	Providing virtual learning to support in-person learning
6A	Reach every student in Ohio
	Virtual learning components to support in-person learning
	Expanded support across variety of funder groups
	Passion for kids educating kids
	Help future consumers understand role in wise energy use
6R	Hearing from former students now in energy careers
	Comparing Ohio energy demand reductions w/ states w/o energy education
	Hearing from former students now in leadership roles
	Growing % of Ohio students engaged in OEP programs
	Stakeholders lauding OEP for professionalism, partnering & results
7S	Ability to “read” the educational needs re: energy and develop & deliver pertinent programs and teaching units to students and teachers.
	Superb at delivering the topic right into the classroom.
	Providing teachers with tools and kits that they can use multi-years. Augments teacher’s dearth of teaching supplies and materials, which helps to keep teachers in our program.

	Talented, knowledgeable, coordinated, committed staff.
	Staff appreciate the value of metrics to measure progress and as a tool in seeking funding support
7O	Pandemic has pushed OEP to dive into on-line learning. Our toes are wet, but we need to swim in deeper waters with it.
	We see the need to reach into minority and economically struggling communities but have never quite figured a way forward to execute. With what minority organizations might we partner to get guidance in this area?
	Funding development is ever-present challenge. We are doing well but need to keep a focus and push on it.
	We are presently certified by OANO for best practices for a 501(c)(3), a very good thing to have when seeking funding. Recertification is coming up soon. We should investigate & consider pushing another certification organization or stick with OANO. (OANO has not been especially responsive, so perhaps we ride another horse...)
	Threats: continued disruption of schools due to pandemic—so how else will that affect OEP beyond on-line classes. How will it impact sponsorships?
7A	That OEP be functioning in every Ohio school district within X (10?) years.
	That OEP is THE national model for K-12 energy/leadership education.
	An endowment fund is created and built over next X (5?) years.
	Staff enrichment opportunities are offered to keep our staff on cutting edge for our clients, professionally advancing, and professionally engaged and fulfilled.
	That OEP evolve excellent on-line teaching capabilities in line with classroom of the future needs. (Might also include “classroom” teaching via Zoom or similar platform.)
	Is it practical for a future organization to have a group that develops teaching units and a group more often on the road (or in front of Zoom camera) delivering the lessons? Would give each group more time to focus on task, but unless integrated somehow might lose “changing needs of topic for classroom” observations. Point: as it is now, most staff seem very involved in both aspects and get stretched thin.
7R	One metric we use now: how many teachers are return customers?
	Try to define a way to determine career choices of OEP-trained students—especially student leaders—to determine if they ultimately chose any STEM or otherwise energy-related field.
	Story: Several of our OEP graduates from across the state have taken their knowledge into public sector leadership or elected positions to impact Ohio energy policy.
	Story: OEP wins award for innovative outreach to disadvantaged communities, encouraging career opportunities in STEM & energy field.
	Story: OEP is national model for K-12 energy and STEM education and career path encouragement
8S	Professional development opportunities and materials for teachers at no cost
	Helps students to realize their own strengths not only in science but through leadership and communication skills
8O	More diverse funding to ensure longevity
	Expand reach beyond Ohio
	Broader focus or expand opportunities in STEM, leadership and careers
8A	To be innovative in delivering energy education to educators and students through a variety of programming

	Infuse STEM, leadership and careers into a platform that reaches beyond Ohio
	Creating a learning community to promote the sharing of best practices and innovation that will deepen the impact of OEP
	Identify priority areas for staff/talent development
8R	Tracking the impact of a student's career path or choice because of their involvement with OEP programs
	New funding sources to expand outreach
9S	We establish relationships with our teachers and students.
	Our philosophy of "Kids teaching kids" is unique and empowering to our students and teachers.
	Many times on evaluations after grade level PD's, teachers state that this was the best workshop they have attended in their careers. They leave with the knowledge, materials and experience to do lessons that match Ohio teaching standards.
	We have unique connections between business, energy providers and education institutions.
9O	Connecting companies with kids - maybe mentorship for a day (or longer)
	Technology is a greater part of our world - STEM education and we need to expand our portfolio.
	I think there is a gap with our older population. A program of "Kids teaching seniors" (who may be less likely to use technology) is a void.
9A	I would like to meet the needs of more students in rural Ohio school districts.
	In a rapidly changing energy field, students would benefit from learning about career opportunities.
	OEP staff needs training opportunities in new energy technologies and research.
	I am passionate about including information about Climate Change in all of our professional development opportunities.
9R	Teacher referrals tell us that people are excited about our programs and want to share it with others.
	Changing behaviors is the ultimate measure of learning. Surveys and observations by teachers may be a way to measure this.
	Many students on Energy Teams for our Fairs come back multiple years of their positive experiences.
	Benefits for teachers include our continued support after the workshop is over.
	A special education teacher said that she never expected her special needs students to do series and parallel circuits. However, after attending our workshop and their practice with Snap Circuits they were able to participate in a mainstream classroom on the topic.
10S	Importance of relationships with teachers we serve
	Excellence in educational resources and materials
	Kids Teaching Kids & Student Leadership
	Flexible with change
	Creative programming with teachers & students

	We always think what would make things better for educators
10O	CV-19 has forced us into offering more online content and training
	Expanding beyond reliance on e3 smart program for funding
	What does student programming look like in the CV-19 era if students can't take field trips
	Opportunities to expand programming is limited by current staff levels
10A	Students are interested in energy issues for their lifetime
	Students explore careers in energy fields
	Teachers are empowered to teach science content in unique ways and are provided the resources they need
	Funded by more than the state's electric/gas utilities
	Students impact their homes and communities as advocates to protect the environment
10R	Students are leaders in their schools, homes and communities
	Energy is educator's favorite unit to teach in their curriculum
	There is a connection between the funder and school, teacher and/or student in their community or region
	Funders experience OEP through our programs
11S	Building long-term relationships with teachers
	Providing free resources to teachers, eliminating barriers to entry
	Providing hands-on support/instruction to guide educators
	Creating a "Kids Teaching..." model to highlight youth leadership
11O	Building partnerships with other STEM-focused nonprofits to extend impact
	Integrating technology into both curriculum and professional development to leverage STEM
	Creating opportunities for young adults (volunteer/YP board/etc.) to create buy-in from a new audience
	Integrating student entrepreneurship into curriculum to enhance leadership and innovation
	Creating programming that serves students/educators in non-traditional classroom settings
11A	OEP is the go-to STEM learning resource for teachers and students
	OEP is a household name
	OEP provides programming to every school district in Ohio
	OEP has partners at the local, state, regional, and national level working to promote energy education, efficiency, and conservation
	OEP is the go-to STEM professional development resource for teacher and students, linking teachers with each other and students with industry professionals
11R	Multiple partnerships at the local, state, regional, and national level

	Students reference OEP as their reason for pursuing STEM career fields
	All school districts in Ohio are utilizing OEP curriculum
	Educators seek out OEP not only as a learning resource but as a professional development opportunity to connect with other STEM teachers
12S	Strong knowledge base
	Proven classroom activities
	Strong buy-in by school administrations
	National scope behind the Ohio program
12O	Expand sponsor base to other energy related industries
	Inclusion of alternate energy providers to Board
	Develop relations with other student leadership programs
12A	expand financial base beyond utility companies
	Build on on-line program for smaller rural district participation
	Develop stronger relations with media to showcase student leadership and achievement
	Develop strong student alumni support program
12R	How many OEP students go on into energy or education fields?
	How many shy kids become leadership stars?
	How many teachers return year after year, project or not?
13S	Teacher training
	Providing materials and instructions for presenting to students
	Training high school students to teach grade school students
13O	Tapping into the STEM education trend
	Rethink funding partner opportunities
	OEP should get much more involved with legislative relationships
13A	Passionate about teaching the science of energy to gain the interest of careers in energy/engineering from students early
	Build better funding - seek Breyer state program funds
13R	Consider an alumni program to track students' future success and chosen majors and careers
	Become more involved in programs, presentations, panels discussing STEM and science of energy education
14S	Engaged staff
	Teacher partnerships

	Corporate funding partners
	Energy Education and curriculum development
14O	Leverage STEM - build more robust STEM curriculum
	More focus on underserved communities
	Align with Corp talent gaps regarding skilled labor and technician workforces
	Partner with technical schools and universities to see impact beyond k-12
14A	Programs in all Ohio counties
	50% of Programing directly supports underserved communities
	Partner with 5 technical schools, universities, or corporations specifically related to energy leadership and professional development
14R	88 counties served
	5 major inner-city Ohio school districts have a program
	5 new partnerships - new funding of \$250k
15S	Helping teachers feel confident in teaching STEM
	World class staff, board, teachers and students
	Provide awesome programs with the supplies to put in action immediately - it's a one, two punch
	New emphasis on careers is very attractive for existing partners as well as recruiting new ones in the marketplace
	Putting learning into practice with kids teaching kids and kids teaching families - powerful, impactful
15O	Re-imagine all OEP programs with the best STEM design practices to recruit new teachers, students and funders
	The threat of the discontinuance of the EE program can now turn into an opportunity to build other versions. EE program and develop a new and innovative version that isn't constrained by contracts and would be very attractive to smaller donors due to the impact on messaging in homes - an EE v.1.0 and v2.0
	Aggressively pursue a pilot program in an AMP community in another state to look at opportunities in other states for generating fees for services.
	Re-imagine the Energy Bike as one of the core components to a STEM outreach program with new public audiences such as after care centers and new and improved version of the Bike Program for district teams of teachers to learn how to teach the bike vs. building it
	Use City of Dayton as a model to market new districts and funders.
	Now is the time to really focus on OEP impact with a heat map of every county and participation to drive both program and development.
15A	Living, breathing, strategic goals that can be measured with solid, meaningful data.
	100% staff and board FULLY committed to excellence.
	We are passionate about teachers, as without their buy in, we don't reach a student or a family. They are the front of the line.

	OEP is a household name, like COSI
	Regional directors in parts of the state to help us grow and build consistency across the state.
	Massive Youth Energy Celebration with one day for elementary and middle school, and one for high school.
15R	MUST have a heat map of participation in every county as a baseline for goal setting.
	Our mission is no longer needed when we have touched every science teacher in Ohio.
	Every kid is a leader and we help them realize it. It's the heart of what we do.
	A key measurement for success is reaching under resourced schools.
	Our mission is so critical, that OEP has an established, well-funded endowment for the future.
	Our funders will say that OEP helps educate the future citizens of the world with energy and the environment in mind in their decision making.
16S	Educating students and teachers about energy
	Building young leaders
16O	Expanding our partnerships beyond utilities
	Continue to promote STEM education
	Be seen as a leader in renewable energy education
16A	We want to expand our impact throughout Ohio
	Continue to develop new funding partners
	Increase focus on leadership development
16R	Obtain substantial increase in non-utility funding
	Develop programs that increase focus on renewables
	Expand programs to currently unserved areas of Ohio