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B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- Student achievement
- Spending reductions in the five year fiscal forecast
- Utilization of a greater share of resources in the classroom

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

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership
11. Describe the innovative project. Project will partner with the Cleveland Clinic Center for Autism and Communication (CCCA) and include work with the Leonard Gelfand STEM Center at Case Western Reserve University (CWRU). It will create an innovative project that builds on the District’s existing programs (current at the Shaker CCCA) and will provide additional resources for all K-12 regular education students within the Chagrin Falls Exempted Village Schools (via courses, programs, and internship/research opportunities with CWRU and/or CCCA) and students with disabilities who are currently receiving their instructional services through placement in the CCCA in Shaker Heights. This project will bring the district-enrolled students for whom we pay to CCCA to provide educational services and for whom we pay for transportation (per the CCCA (approx. $30/mo round trip/day) for this year round service back to the Chagrin Falls EVSD for localized services provided within our existing 7-12 campus. This project will also provide localized services to students with ASD from our Consortium, at the matching reduced rate of service and at a minimized cost for their transportation. This project will provide an innovative, effective, and efficient environment that will not only save the Consortium districts money, but will also best-prepare all of our students for the future by providing them with the skills and knowledge they will need to be competitive in the workforce. Similarly, the project will also provide a mobile lab to all of these students and will increase the accessibility of STEM programming within the district.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

   a. Enter a project budget

   b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementing this project. If applying as a consortia or partnership, please include the five-year forecasts of each district school community, school district or STEM school member for review.

   c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

Financial information:

Project budget is organized by USAF PURPOSE. The following items will be purchased for the purpose of supporting INSTRUCTION within the project. SUPPLIES-K-6 Engineering Laboratory equipment - $22,000: teacher guides, kits; supplies 7-12 Campus STREAM - Lab Resources - $41,438: robot kits, lab equipment needed for "Flight and Space" and "Energy and the Environment" and Mathletics.

PROJECTED BENEFITS due to the provision of STEM programming which also promotes Arts programming (fine arts, painting, sculpture, theater, etc.) which is not currently offered at CCCA. Renovations to our facilities to support our new STREAM Labs and the new localized center to serve students with ASD will ensure our district’s success.

14. What is the total cost for implementing the innovative project? $5,045,992.00

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.
**Narrative explanation/rationale:** Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The anticipated savings that the Straight A Fund project would have on our general fund spending covers many aspects of providing special education services to the students in our district attending the Cleveland Clinic Center for Autism (CCA). The largest anticipated savings would come from reduced tuition payments saved via the creation of a localized Autism unit on the Chagrin Falls 7-12 campus. We currently pay upwards of $420,000 per year in tuition costs associated with providing special education services to students with Autism Spectrum Disorder (ASD) in our district. We anticipate this amount will be reduced by approximately 40% through the creation of a localized ASD unit within our district, reducing the cost to transport our students to and from the CCA daily throughout the entire calendar year by an estimated $168,000 per year. Additionally, the Director of Technology will assist the Director of Curriculum in providing the necessary staff training for the new Autism unit on the 7-12 campus, as well as localizing the S.T.R.E.A.M. Lab within the 7-12 Science classroom. The equipment purchases will satisfy all of the local licensing requirements and local potential project runway.  

**Narrative explanation/rationale:** Provide details on the cost reductions that will be made as that are at least equal to the amount of the net savings described above. If there are no net savings, explain why.

**Narrative explanation/rationale:** Provide details on the projected outcomes the project will achieve for the community/constituents served by the project.

**Narrative explanation/rationale:** Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The Straight A Fund project provides great cost savings that will continue over time (service to students with ASD) and/or sustain over time (STREAM and 1:1 environment). The largest anticipated savings would come from reduced tuition payments saved via the creation of a localized Autism unit on the Chagrin Falls 7-12 campus. We currently pay upwards of $420,000 per year in tuition costs associated with providing special education services to students with Autism Spectrum Disorder (ASD) in our district. We anticipate this amount will be reduced by approximately 40% through the creation of a localized ASD unit within our district, reducing the cost to transport our students to and from the CCA daily throughout the entire calendar year by an estimated $168,000 per year. Additionally, the Director of Technology will assist the Director of Curriculum in providing the necessary staff training for the new Autism unit on the 7-12 campus, as well as localizing the S.T.R.E.A.M. Lab within the 7-12 Science classroom. The equipment purchases will satisfy all of the local licensing requirements and local potential project runway.
Other area districts will also be invited to send their students to the Chagrin Falls localized provider.

Implementation (MM/DD/YYYY): 04/01/2014-09/29/2014

* Narrative explanation

An overview of the S.T.R.E.A.M. for Progress project will be provided via a May 2014 Board of Ed. meeting. A.H.K-12 Chagrin Falls EVSD teachers and Principals and all teachers within the localized center for students with ASD will receive 5 days of training during summer 2014 on S.T.R.E.A.M. learning, instructional approaches to inclusion of S.T.R.E.A.M. within the curriculum, grade level/discipline, and professional development on the use of the "Great Lakes in My World" K-12 interdisciplinary curriculum to provide the "R"= Real-world applications within our S.T.R.E.A.M. program. The Curriculum Director, the Director of Pupil Services, and identified special education staff at the West Geauga Local Schools will also be invited to participate in these sessions. Grade level teams of Chagrin Falls Exempted Village teachers (in grades K-6) will receive 4 days of training during summer 2014 from consultants with the Leonard Gelfand STEM Center at Case Western Reserve University on use and implementation of the "Engineering is Elementary" program. Identified teachers from the 7-12 Chagrin Falls campus will attend a total of 4 Project Lead the Way (PLTW) Institutes at Cleveland State University, and all of the Chagrin Falls Exempted Village District teachers will be instructed by PLTW (05/01/2014 - 08/15/2014). The Mobile Fabrication Lab will be created and a used pick-up truck will be purchased during summer 2014. Consultants from the Leonard Gelfand STEM Center at Case Western Reserve University will train the PLTW-trained teachers on use of the Fab Lab with various levels of students. The S.T.R.E.A.M. Lab Junior will be created within the grant-purchased modular unit on the K-3 Gurney Campus during summer 2014. Plumbing and wireless access points will be created. "Hoovering to house the "Engineering is Elementary" kits will be built. All ordered Capital Outlay and Instructional Supplies included in the scope of the project will be delivered to their respective buildings during summer 2014. Under a Consultation Agreement with CCCA, we will begin work which maintains confidentiality. Renovations to the 7-12 campus to create the localized program for students with Autism Spectrum Disorder and to create S.T.R.E.A.M. labs will occur 06/09/2014 - 08/01/14. The delivery of the new modular unit to the K-3 campus and the renovation of this unit to house the new units will occur 06/09/2014-08/28/2014, with delivery of furniture, equipment, storage bins and shelves occurring 07/21/2014-08/08/2014. The creation of the Mobile Fab Lab (under the direction of Consultants from the Leonard Gelfand STEM Center at Case Western Reserve University) will occur 06/09/2014-07/11/2014. In the beginning of June 2014, the Chagrin Falls Exempted Village Central Office staff will move to the grant-funded temporary location to allow renovations of this area to occur to prepare it for use as the new locations for students with ASD for the 2014-2015 school year, which begins on August 25, 2014. As stated, once the new campus is fully complete, all K-12 Chagrin Falls Exempted Village District schools and students within the localized provider of service to students with ASD will be able to access S.T.R.E.A.M. programming, the Mobile Fabrication Lab will be operational on the K-3 campus, the S.T.R.E.A.M. labs on the 7-12 Campus will be operational, the enhanced Science labs to support S.T.R.E.A.M. project at the 7-12 campus along with the "Great Lakes is My World" program at the 7-12 campus. "Engineering is Elementary" program will be implemented in grades K-6, and 4 new Project Lead the Way S.T.R.E.A.M. courses will be offered on the 7-12 campus. All K-12 students and staff within the Chagrin Falls EVSD and the localized ASD program will receive their Chromebooks in August 2014.

Summative evaluation (MM/DD/YYYY): 09/30/2014

* Narrative explanation

An overview of the new localized service option for students with Autism Spectrum Disorder (ASD) will be available via the Chagrin Falls Exempted Village School District (EVSD) website and the West Geauga Local Schools website. A summary of the intensive summer S.T.R.E.A.M. training of K-12 teachers and an overview of the new S.T.R.E.A.M. labs and programming will be shared via the Chagrin Falls Exempted Village Schools Annual Report 2014. A media release will be prepared by the Chagrin Falls EVSD to showcase the progress made via the S.T.R.E.A.M. for Progress project. Evaluations of the K-12 teachers and administrators who participated in the project provided S.T.R.E.A.M. -related training professional development sessions during summer 2014 and data will be compiled and shared with the Chagrin Falls EVSD Board of Education. Parent/guardian surveys and student surveys will be created and administered to all Chagrin Falls EVSD students and students served via the new localized service provider for students with ASD. These surveys will collect feedback regarding improvement in the greater access to newly acquired shared resources and learning as it relates to S.T.R.E.A.M., the increased access to technology which promotes collaboration in real-world problem-solving, and the increased opportunity for students to achieve. At the end of the 2013-14 school year, the Chagrin Falls EVSD Treasurer and the West Geauga Local School District Treasurer will provide each Board of Education with a summative evaluation reflecting the actual cost savings to each district via the S.T.R.E.A.M. for Progress project in Year 1. The Director of Curriculum within the Chagrin Falls EVSD will monitor and document increased achievement of students in grades K-12 over the next 5 years as it relates to state testing in Math and Science and in the number of graduates over time who seek S.T.R.E.A.M.-related post-secondary options/careers resulting from the implementation of the S.T.R.E.A.M. for Progress project. The Assistant Superintendent within the Chagrin Falls EVSD will monitor and document the enhancement of the assortment of choices for students with ASD served over the next 5 years as it relates to post-secondary options/careers resulting from the implementation of the S.T.R.E.A.M. for Progress project.

Research speaks directly to the prevalence rates of Autism Spectrum Disorders (ASD) among children to be one in every eighty to ninety children and one in every forty-five males. These rates have continued to increase annually, leading to a challenge in finding adequate, learning appropriate places such as classrooms for our consulting with the CCCA, as well as discussion regarding the implementation of S.T.R.E.A.M. for an ASD center. Therefore, the district would need to adopt a philosophy of inclusion into the regular education setting for students identified with Autism Spectrum Disorders. They have created successful partnerships such as those previously with other public school districts. CWRU has helped to set up fabrication labs in nearby public school districts and has consulted and provided professional development for teachers across the state. They have expressed an interest in designing and implementing within our district and finding interest to the special education. The Cleveland Clinic Center for Autism (CCCA) has also expressed interest in working with our team. They can commit to consulting and training our staff, which is a great start. We are hopeful that the CCCA or that another existing center for Autism will open a satellite site in our district or that our district can create a core of expertly trained staff in order to maximize services for students with ASD. We believe our resident students could benefit from a more localized education, reducing their travel time per day, acquainting them with peers who live in the community, and building relationships with their families and making a connection with our district.

21. Is this project able to be replicated in other districts in Ohio?

22. If so, how?

23. What does the expected changes to the instructional and/or organizational practices in your institution?

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

21. Is this project able to be replicated in other districts in Ohio?

22. If so, how?
23. Describe the substantial value and lasting impact that the project hopes to achieve.

Although there will be a substantial monetary value to the amount of savings the district will incur with the implementation of this project, our primary focus and hope is that students with Autism Spectrum Disorders (ASD) benefit significantly from the S.T.R.E.A.M. curriculum and format as evidenced by higher rates of achievement and improved social interaction skills. To measure the impact of the curriculum, we will view higher rates of students with ASD who will not require special education post-secondary options (University, Community College, Trade School) as a direct result of this project. The number of students with ASD who will attend school outside the district. Tuition costs equals approximately $420,000 per year, and we are hoping to reduce tuition spending by up to fifty percent over the course of the next five years. Transportation costs also need to be included in the overall cost savings plan. Transporting students to an outside facility adds twenty-six miles, round trip, to each child’s day of travel over driving directly to our school buildings. Our district calculated fuel and maintenance cost association with these trips plus the savings incurred with staff will result in reductions of approximately $41,250 per year, over the next five years.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The “S.T.R.E.A.M. of Progress” project will be evaluated relative to progress toward each of the Straight A Fund identified goals. The completion of training for all K-12 teachers on S.T.R.E.A.M. strategies and their use as applied to the “Great Lakes in My World” program will ensure that understanding and use of these strategies is systemic. At the end of summer 2014 grant-funded S.T.R.E.A.M. related trainings, teachers will participate in a survey to capture data which reflects the degree to which they have increased understanding of S.T.R.E.A.M. strategies, the degree to which they have an increased content understanding/knowledge through the provided training, and the degree to which they can derive meaning and applications of S.T.R.E.A.M. to their content area/courses. Student surveys will be administered to K-12 students at the end of the 2013-14 school year to collect feedback relative to increased learning in Science and Mathematics through the integration of Technology, the Arts, and Application to real-world experiences. The long-term goal of improving student achievement will be reflected via improved achievement of students in Science and Mathematics as evidenced on state assessments and increases in the number of students scoring a 3 or higher on AP science course exams within the next 5 years. Spending reductions evidenced in the 5-year fiscal forecast will reflect the additional learning environment populated by typical peers without disabilities, students with ASD will gain opportunity to practice lifelong social skills. Pairing this learning opportunity with direct instruction with a social curriculum will assist students to gain the skills required to be successful adults. The substantial value and lasting impact of this project includes a monetary savings, as well. A majority of our overall savings will come from a cut in tuition for our students with ASD that attend school outside the district. Savings in monies paid to the CCCA and in transporting students with ASD to and from the Shaker Heights CCCA campus will be documented.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

The “S.T.R.E.A.M. of Progress” project will be evaluated relative to progress toward each of the Straight A Fund identified goals. The systemic training for all K-12 teachers on S.T.R.E.A.M. strategies and their use as applied to the "Great Lakes in My World" program will ensure that understanding and use of these strategies is systemic. At the end of summer 2014 grant-funded S.T.R.E.A.M. related trainings, teachers will complete a survey to capture data which reflects the degree to which they have increased understanding of S.T.R.E.A.M. strategies, the degree to which they have an increased content understanding/knowledge through the provided training, and the degree to which they can derive meaning and applications of S.T.R.E.A.M. to their content area/courses. Student surveys will be administered to K-12 students at the end of the 2013-14 school year to collect feedback relative to increased learning in Science and Mathematics through the integration of Technology, the Arts, and Application to real-world experiences. The long-term goal of improving student achievement will be reflected via improved achievement of students in Science and Mathematics as evidenced on state assessments and increases in the number of students scoring a 3 or higher on AP math and science course exams within the next 5 years. Spending reductions evidenced in the 5-year fiscal forecast will reflect the additional learning environment populated by typical peers without disabilities, students with ASD will gain opportunity to practice lifelong social skills. Pairing this learning opportunity with direct instruction with a social curriculum will assist students to gain the skills required to be successful adults. The substantial value and lasting impact of this project includes a monetary savings, as well. A majority of our overall savings will come from a cut in tuition for our students with ASD that attend school outside the district. Savings in monies paid to the CCCA and in transporting students with ASD to and from the Shaker Heights CCCA campus will be documented.

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter ‘I Accept’ and indicate your name, title, agency/organization and today’s date.

I Accept Robert Hunt Superintendent, Chagrin Falls Exempted Village School District October 25, 2013