<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>334,320.00</td>
<td>0.00</td>
<td>0.00</td>
<td>334,320.00</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>18,975.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>18,975.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>65,000.00</td>
<td>0.00</td>
<td>322,186.00</td>
<td>0.00</td>
<td>387,186.00</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>83,975.00</td>
<td>0.00</td>
<td>656,506.00</td>
<td>0.00</td>
<td>740,481.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00
Remaining: -740,481.00
Appliants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: T.E.A.M.S. Initiative (Technological Efficiencies & Advancements to Maximize Student learning)

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Our innovative initiative seeks to achieve all three goals described in the grant application: Chagrin Falls Exempted Village Schools intends to use the allocated funds to expand upon our existing 1:1 computing project by upgrading the network infrastructure, increasing the number of students with a device, and adding online courses into our curriculum. Our model is research-based, financially sustainable, and educationally sound.

2000 3. Total Students Impacted:

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

First Name, last name of contact for lead applicant: Mike DAugherty
Organizational name of lead applicant: Chagrin Falls Exempted Village Schools
Unique Identifier (RNIFed Tax ID): 045286
Address of lead applicant: 400 E Washington Ave
Phone Number of lead applicant: 440 247 5500
Email Address of lead applicant: Mike.Daugherty@chagrinschools.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last name of contact for secondary applicant: Lisa Shannon
Organizational name of secondary applicant: Assistant Superintendent
Unique Identifier (RNIFed Tax ID): 045286
Address of secondary applicant: 400 E Washington Ave
Phone number of secondary applicant: 440 247 5500
Email address of secondary applicant: Lisa.Shannon@chagrinschools.org

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (RNIFed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

NA

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

NA

* Letters of support for are districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

The team responsible for implementation will include the following individuals: - Mike Daugherty, Director of Technology - Robert Hunt, Superintendent - Becky Quinn, Director of Curriculum - Christopher Woofter, Director of Strategic Initiatives - Steven Ast, High School Principal - David Wessel, Middle School Principal - Rebecca Holhaus, Intermediate School Principal Relevant Experience Mike Daugherty has 17 years of experience in the education technology space. Prior to joining the district, Mr. Daugherty served as Director of Education for a mid-sized IT consulting firm in Cleveland. In this role, he developed and deployed several successful 1:1 computing projects for school districts in Ohio. Robert Hunt, Superintendent Robert Hunt was hired to be the new Superintendent of the Chagrin Falls Exempted Village Schools in June, 2012. Prior to that, he was the Superintendent of Streetsboro City Schools. Previously, he was the Assistant Superintendent of Chagrin Falls Exempted Village Schools. In this role, he served as the instructional leader overseeing all of the district’s curriculum and instructional planning including courses, programming and gifted education. He served on the districts strategic planning team as well as the districts leadership team for levy campaigns. He created a district professional development committee to plan and evaluate all professional development within the district. Becky Quinn, Director of Curriculum Becky Quinn has received a Knowledgeworks Foundation grant which supported the creation of innovative summer programming, has received multiple Jennings Foundation grants designed to grow the capacity of both teachers and students in elementary science, and ODE Research grants which included innovative assessment and instructional programming in gifted education for students in elementary and middle school. Christopher Woofter, Director of Operations and Strategic Initiatives Christopher Woofter is the Director of Operations and Strategic Initiatives at the Chagrin Falls Schools. Zhao previous fourteen years he has served at the building level in the role of principal. He has a heart for initiatives involving school planning, technology integration, school based teams, and leadership initiatives. Over his career he has served on special projects with The University of Akron, Yale University, and the United States Department of Education. Steven Ast, High School Principal Steven Ast is in his second year as Principal of Chagrin Falls High School where he also served as Assistant Principal. He came to Chagrin from Normandy High School, where he spent his first year in school administration. Prior to his work as an Instructional leader he taught Government, AP Economics, US History, and Sociology at Mayfield High School. David Wessel, Middle School Principal David Wessel is in his first year as principal of Chagrin Falls Middle School. Prior to coming to Chagrin, David was an administrator for eight years at Nordonia Middle School where he worked hard to create a true professional learning community: mission, vision, and values. David created DAT teams (Data Assessment Teams) at Nordonia in which teachers collaborated and developed formative assessments, analyzed data, and improved focused instruction. David graduated from the College of William and Mary in Williamsburg, VA with a BA in Political Science and a Master’s degree in Administration from Ursoline College.

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

F Student achievement
F Spending reductions in the five-year fiscal forecast
F Utilization of a greater share of resources in the classroom
F Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

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

F New - never before implemented
F Existing and research-based - never implemented in your district or community school but proven successful in other educational environments
F Mixed Concept - incorporates new and existing elements
F 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.

Technology is not new to this generation. Learning does not happen between Monday and Friday. This generation of kids are growing up consistently learning all the time. - Jamie Casap, Google Education Evangelist. In August 2013, the Chagrin Falls Exempted Village School District equipped every 6th grade student with a Google Chromebook. A Chromebook is similar to a traditional laptop, but it does not run Microsoft Windows or Microsoft Office. Instead, the Chromebook runs Google's Chrome OS. The device is deeply integrated with the Google Apps for Education suite of products which allows the students to create documents, spreadsheets, forms, and presentations in an environment that fosters collaboration. Students are allowed to take the Chromebook home in the evening and on...
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.

Our existing technology plan hopes to have a device in the hands of all our students grades 6-12 by 2014. If the district were to receive improvement funds, it will allow us to broaden, expand, and implement a five-year plan for all students. Our district's current budget timeline that ensures the network infrastructure, devices, teachers, and students will be ready for this increased access by the start of the 2014-15 school year. Please refer to question 18 on this application for details on how we plan to implement our plan and achieve the listed goals. The T.E.A.M.S. initiative will meet the student achievement goal by providing our students with the tools they need to succeed in the college / career environment. These students will have access to the largest information resource available in the history of humankind and will be able to communicate with their peers to give meaning to that fact at any time from anywhere in the world. They'll use their chromebooks to collaborate with their peers to give meaning to that fact at any time from anywhere in the world.

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 implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school 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.

Our innovative project will save the Chagrin Falls Exempted Village School $253,800 per year while only generating $48,975 in new costs for a net savings of $204,035 per year. The reduction to the annual budget make the T.E.A.M.S. initiative a financially sustainable project.

14. What is the total cost for implementing the innovative project?

740,481.00  * Total project cost

* Provide a brief narrative explanation of the total project cost

The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

The budget for this project includes three primary components: Network upgrade, purchase of devices, and software purchases. In order to implement this initiative, the district's physical and wireless network will require an upgrade. The proposed upgrade includes replacing aging switches with top of the line Cisco devices capable of running at a 10 gigabits per second. The district intends to use the 2014-2019 capital improvement project funds to cover the cost of the upgrade. The district expects to see a significant technology benefit to students by moving up to a high-speed network. At average cost of $655 per computer with monitor in a lab of thirty computers, the five year estimated cost of replacing those devices is $120,000 or $20,000 annually. In addition, the district will see a reduction in total energy requirements with the removal of those 180 computers. The average cost per year to power a desktop computer is $300. Most school districts turn the computer labs off during the summer months reducing the electricity costs by approximately 20%. This results in a savings of approximately $220,000 per year, or $44,000 annually. In total, the energy savings should provide a net savings of approximately $64,000 per year.

The school district expects to save $197,800 per year by capitalizing on these opportunities and generate $56,000 in additional revenue for a total of $253,800 per year annually in the budget.

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.

$48,975.00  * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.) If there are no new/recurring costs, please explain why.

The T.E.A.M.S. initiative would almost double the amount of computing devices on the Chagrin Falls network infrastructure. The Chromebooks are substantially easier to manage and maintain than traditional classroom computer. By implementing the initiative, the district expects to see a significant technology benefit to students by moving up to a high-speed network. The average cost of $655 per computer with monitor in a lab of thirty computers, the five year estimated cost of replacing those devices is $120,000 or $20,000 annually. In addition, the district will see a reduction in total energy requirements with the removal of those 180 computers. The average cost per year to power a desktop computer is $300. Most school districts turn the computer labs off during the summer months reducing the electricity costs by approximately 20%. This results in a savings of approximately $220,000 per year, or $44,000 annually. In total, the energy savings should provide a net savings of approximately $64,000 per year.

16. Are there expected savings that may result from the implementation of the innovative project?

253,800.00  * Specific amount of expected savings (annual)

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

The Chagrin Falls Exempted Village Schools expects to save $304,825 annually as a direct result of the project implementation. The savings will be achieved through two opportunities. The first opportunity is the reduction of force / repurposing of two teaching positions. The cost savings from the salary and benefits of those two staff members will be $140,000. The second opportunity is the elimination of six district-wide computer labs. The district expects to see a significant technology benefit to students by moving up to a high-speed network. The average cost of $655 per computer with monitor in a lab of thirty computers, the five year estimated cost of replacing those devices is $120,000 or $20,000 annually. In addition, the district will see a reduction in total energy requirements with the removal of those 180 computers. The average cost per year to power a desktop computer is $300. Most school districts turn the computer labs off during the summer months reducing the electricity costs by approximately 20%. This results in a savings of approximately $220,000 per year, or $44,000 annually. In total, the energy savings should provide a net savings of approximately $64,000 per year.

The Chagrin Falls Exempted Village Schools expects $356,000 in annual income associated with this project. The school district expects to save $197,800 per year by capitalizing on these opportunities and generate $56,000 in additional revenue for a total of $253,800 per year annually in the budget.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made to offset the amount of new/recurring costs associated with such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

The major barrier to an initiative such as this is the upfront cost of upgrading the district’s network infrastructure. Once the network has been upgraded, the ongoing costs are manageable based on the district’s current budget allocation to technology. The additional costs associated with the T.E.A.M.S. initiative are calculated at $48,975.00, while the district expects to save $253,800.00 per year through the savings described above. The implementation of this project will generate $244,825 per year in positive cash flow which makes this initiative financially self-sustaining.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and plan to proactively address those barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)
23. Describe the substantial value and lasting impact that the project hopes to achieve.

The T.E.A.M.S. initiative implementation will be a twofold approach. The upgrade of the network infrastructure will begin with this installation of a new core switch followed by the edge switches. Once the physical network upgrade has been completed, the focus will shift to the wireless network. Access points will be configured and deployed in a manner that is least disruptive to the classroom. We expect that the infrastructure upgrade project will be completed by April 1st, 2014. Relying on past implementation experience as a guide, the largest barrier to success from a financial perspective is an incomplete or inadequate network architecture. In order to mitigate that risk, the district intends to complete the upgrade in the Spring of 2014. With the upgrade complete while school is still in session, the Technology department will have a suitable number of active devices and users to perform thorough assessments on the upgraded equipment. Chagrin Falls will implement an approach to teach technology skills in a 1:1 environment. District administrators intend to roll out the implementation, the district will use a combination of existing staff as well as outside organizations to accomplish this goal. The Chromebook will be purchased in early June 2014 and should be expected to arrive by July 2014. Once the device arrives, the district IT staff will inventory and assign each Chromebook to a student. In August, we intend to hold rollout meetings by grade level. Students and parents will be required to attend a one hour meeting to review the care and safety of the Chromebook. We will discuss Internet safety during this meeting to ensure everyone is aware what the Chromebook can and cannot access online. At this meeting, we will pass out the Chromebooks, ensure students can login, administer a parent survey, and collect the $50 contribution to the technology fund.

The T.E.A.M.S. initiative will integrate the district’s learning management system, Edu 2.0, into their curriculum. These will have an online classroom that includes relevant coursework, discussion boards, assessments and assessments, similar to what our student will see in the college environment. Students will be expected to perform tasks that include creating and submitting an assignment online, daily email feedback, and attending live sessions. Currently, students will perform each of these tasks but it is rarely required of the teacher. Along with an increased presence on our learning management system (Edu 2.0), the district expects to see an increase in peer collaboration among all student, especially in grades six through twelve. 21st century college and career readiness includes collaboration and research. By providing the students with a device and the software tools needed to be successful, we expect this teamwork, research, and collaboration to be more authentic. Lastly, the district will be moving toward a paperless environment. The sharing and collaboration capabilities of Google Apps for Education, the district expects to an increase in online sharing and a decrease in hard copy printing. The Straight A fund would drastically change the landscape of learning at the Chagrin Falls Exempted Village School District.

**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.

The District Technology Committee met in October of 2012 to discuss how to adapt to this new generation of learners. The outcome of these meetings was a recommendation to increase student access to technology using a device that would promote six core technology skills: critical thinking, research, collaboration, adaptability, communication, and presentation. In addition, the device must comply with the requirements for the new state sponsored web based assessments beginning in 2014-15. The district has been very thoughtful in making this decision and has spent years evaluating student impact, device options and preparing teachers. We are moving in this direction to engage students, extend the learning environment beyond the walls of a classroom and prepare them to be competitive in the 21stcentury. Our research for the initial deployment and the expansion of our T.E.A.M.S. initiative include visits to several school districts that were currently implementing an idea, discussions with various vendors (Apple, HP, Samsung) and online research. Some of those online resources are listed below can be found online at the site we created to showcase our existing program. The website is located at www.greatexpectations.com.

Ingredients (DigitalDirections.org) - What does the research say about school one-to-one computing initiatives? (Castle Brief) - Creating a robust and safe BYOT program (District Administrator) - Mobile devices and the Don Corcoran Center for Digital Education - Connecting the Dots (Center for Digital Education) - The Evolution of Textbooks (Scholastic Administrator) - Success Breeds Success (District HO) - One by One (Scholastic Administrator)

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

IF YES

IF NO

22. If so, how?

The T.E.A.M.S. initiative relies on a district’s commitment to technology in order to be successful. First, the district needs to decide what skills they want their students to possess upon graduation. The skills this initiative sets out to teach and the skills that have been identified in this project can be taught under a flexible model. Chromebooks will reduce the cost of deploying the network infrastructure and wireless access to handle the Internet requirements those devices will bring with them. Costs savings can be created by reviewing current course offerings at the grade levels that are using the devices. Are there courses that could be taught differently or even removed from the schedule once every student has a computer? Could staff be reallocated to different areas of the district if the course offerings are adjusted? In addition, the district should look at what computer labs will still be needed in a 1:1 environment. Chagrin Falls is planning to disassemble six labs across our four buildings. The school district will no longer bear the cost of operating and replacing those labs which should lead to a significant savings over a five year period. Moving to an environment where every student has a computer at their fingertips may not be a viable option for every district, but for those that make a commitment to move in this direction, we feel the plan we have outlined in this proposal could be used as a guide to reach that goal.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

The T.E.A.M.S. initiative seeks to prepare students for the world they will encounter after high school. Each student will use their Chromebook on a daily basis to perform a variety of tasks, similar to the way much of the workforce uses their computing devices now. Students will learn how to use the Internet in a purposeful way to find reliable information. They will use their Chromebooks to collaborate with their peers to gain meaning to that information. From there, students will choose the presentation tool that best fits their needs to communicate their ideas to the audience. Our project’s true value is that it will give authenticity to the learning that is taking place both inside and outside of the classroom. Starting in the sixth grade, our learners will be using the Chromebook to mimic what will be expected from them at the college level and beyond.

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.

Benchmarking Success through student achievement will be a challenging task for a district whose students already to very well on state tests. We expect to see advancements in the type of work that our learners will create. An assignment that would presently require a standard three page paper might be better accomplished through a student created video, Prezi, or other multimedia application. We determined that our district needed to focus on increasing six core technology skills with our students to better prepare them for college and their subsequent careers. Those skills are critical thinking, research, collaboration, adaptability, communication, and presentation. The T.E.A.M.S. initiative will provide out students with the tools they need to further develop each of those skills. Our benchmark for success from a financial perspective is a total savings of $1,024,125.00 over a five year period. In that time, the Chagrin Falls Exempted Village School District will have directly impacted two thousand students through this initiative and will have saved a substantial amount of tax payer dollars in the process.

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).

The T.E.A.M.S. initiative will be evaluated relative to progress toward each of the Straight A Fund identified goals. The district will use a variety of methods to measure both short term and long term progress of the project. Students, teachers, and parents will be given surveys to collect data on the affect of the increases, and parents will in items such as peer collaboration, organization, study habits, typing skills, and communication. The surveys will be administered using SurveyMonkey four times throughout the year: September, December, March and June. The SurveyMonkey software allows for in-depth analysis of the results which gives the district relevant information on the impact on subsections of the student population. Chagrin Falls will adjust the program implementation accordingly based on the data received. Evaluation of teacher outcomes will examine the impact of the T.E.A.M.S. initiative program across measures of -Students growth in the area of writing and writing quality as demonstrated through quarterly writing probes -A Learning Management System, Edu 2.0 will act as a systemic evaluation tool for English teachers to evaluate student writing submissions for quality based on a predefined rubric. Writing standards will be included with a focus on technical writing and non-fiction report writing as well as research summaries. Students will be expected to improve at a rate 15%-20% above baseline measures throughout the course of the year. Increase may be measured by a standard rubric and compared against national norms for assessments that measure writing. Student motivation and engagement in the classroom: specific instructional high yield strategies that promote student ownership (collaborative student work,
Independent research, student creativity, and student choice of outcome will be increased during instructional time. Increased instructional practices will be measured through student surveys and teacher self-reporting. An increased 230% from baseline practices and will be realized over a five year period. Teacher attitudes and beliefs towards pedagogy, technology use, and overall satisfaction will increase over five year grant cycle. It is clear that teacher belief towards pedagogy impacts planning and instruction. The nature of teacher pedagogy will grow to include more collaborative student work, more independent student research, more student creativity, and more student choice of outcome. Teacher pedagogy will be evaluated through the use of TeachScape Walk-Through program and monitored by outside independent education evaluators. Pedagogy will improve toward targets over five year grant period to meet targets: year 1 - 50% of student outcomes to meet above criteria to year 5 - 80% of student outcomes to meet above criteria. The district will conduct an annual fiscal audit to show the reduction in district spending in the areas identified in the grant application. The audit will show the savings generated from reallocating two staff members, the reduction in the energy consumption from dismantling of six computer labs, and the revenue generated from the monies collected from students participating in the program. The expected savings per year is calculated to be $253,800. The annual fiscal audit will determine which areas were accurate in their estimates and which areas need to be adjusted. The district will amend the program where applicable to ensure the cost savings are being realized. This project will also provide immediate evidence in the 2014-15 school year to reflect the increased utilization of a greater share of resources in the classroom. The collaboration that will occur through the use of web based resources such as Google Docs, Prezi, Edu 2.0, and other technologies will be measured using individual site statistics. The utilization reports gather from those sites at regular intervals will show an increase in usage and sharing among our kids.

**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