

Budget

Chagrin Falls Exempted Village (045286) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (101)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	30,000.00	357,000.00	0.00	387,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	38,734.00	9,000.00	0.00	0.00	47,734.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	10,000.00	0.00	10,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	38,734.00	39,000.00	367,000.00	0.00	444,734.00
Adjusted Allocation								0.00
Remaining								-444,734.00

Application

Chagrin Falls Exempted Village (045286) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (101)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Chagrin Institute for Innovation, Collaboration, & Entrepreneurship

2. Executive summary: Please limit your responses to no more than three sentences.

The development of the Chagrin Institute for Innovation, Collaboration, and Entrepreneurship (I.C.E.) will be established on our existing Chagrin Falls 7-12 campus and will provide new curriculum, programming, and technological resources to foster student innovation and creative thinking, promote collaborative problem-solving, grow entrepreneurial skills, and provide real-world I.C.E.-related experiences that will facilitate connections to other Northeastern Ohio students, post-secondary I.C.E.-related programs of study, and entrepreneurial support organizations within Ohio. This project will also provide our high-performing students at Chagrin Falls High School with increased access to Post-Secondary Enrollment Options Program (PSEOP) via the provision of on-campus Entrepreneurship coursework taught by a trained district teacher who maintains adjunct status at Hiram College (via Dual Enrollment), growing the number of students who will participate in PSEOP and minimizing our district expense through reimbursement from Hiram for use of our own staff for PSEOP instruction. The Chagrin Institute for I.C.E. will also provide programming that will realize and illustrate how student interests and talents related to any field (including but not limited to arts, music, science, technology, athletics, engineering, math, writing, language, etc.) can spawn innovation and entrepreneurship, seeking to inspire student entrepreneurship and promote the growth of start-ups and retainment of our most capable student problem-solvers / innovators in Ohio which will be supported by the grant-funded provision of state-of-the-art Fabrication Lab facilities (available to all 7-12 students throughout the school year and all K-12 students through summer programming) and Chromebooks to all of our 9-12 teachers and students to create a total 7-12 Google 1:1 Collaborative environment.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

2000 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Rebecca Quinn

Organizational name of lead applicant
Chagrin Falls Exempted Village Schools

Address of lead applicant
400 East Washington Ave.

Phone Number of lead applicant
440-247-2432

Email Address of lead applicant
becky.quinn@chagrinschools.org

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
 No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

The Chagrin Institute for Innovation, Collaboration, and Entrepreneurship seeks to address the following problems several problems. First, the existing curriculum and programming available to current Chagrin Falls Exempted Village students in grades 7-12 does not provide opportunities for learning entrepreneurial skills, opportunities to experience entrepreneurship, nor offer connections to other Northeast Ohio students and entrepreneur organizations. Strong interest in Innovation/Entrepreneurship programming, as well as access to non-traditional career and post-secondary pathways exists among 7-12 students and parents (as evidenced via surveys). Additionally, all of our high-performing high school students at Chagrin Falls High School who enroll in PSEOP coursework do so through attendance on various college campuses, with total PSEOP funding from our district (\$31, 712 in 2013-14) leaving our district to provide PSEOP programming for 14 students (less than 2% of our high school population). Currently, no Dual Enrollment programming exists on-campus and the nearest college/university which offers Entrepreneurship coursework via PSEOP is Hiram College (a distance of 30 mi. roundtrip from Chagrin Falls center). Similarly, while our district is making great strides in growing a 1:1 Google environment to promote collaboration through the current 1:1 work with all of our 6th grade students and teachers and the district-funded growth of this environment to include all 7th and 8th grade teachers and students in the 2014-15 school year, our current budget cannot support the inclusion of all 9-12 students and teachers on the 7-12 campus next year. Once rollout to grade bands begins, our district can sustain replacement cycles and will build a culture in which students are likely to choose to purchase their own machines over time; our challenge is in having the "seed" money to begin with multiple grade levels next school year and create this culture.

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

The Chagrin Institute for Innovation, Collaboration, and Entrepreneurship (I.C.E.) seeks to address the need for curriculum and programming for our 7-12 students that provides opportunities to learn entrepreneurial skills, creates tiered opportunities to experience entrepreneurship, and facilitates ongoing connections to other Northeast Ohio students and entrepreneur organizations. Straight A grant funds will support the provision of ongoing consultation and professional development throughout the 2014-15 school year from Kay Molkentin, the Director of the Center for Integrated Entrepreneurship at Hiram College. She will assist the Director of Curriculum and the identified existing district teacher in creating a tiered set of courses and projects which will embed I.C.E. programming. She will provide professional development to 7-12 teachers on interdisciplinary approaches and connections to Entrepreneurship, making this learning relevant to all fields and all students. As a member of the Northeast Ohio Collegiate Entrepreneurship Program (NEOCEP), Hiram College's program aims to incorporate the entrepreneurial mindset into the liberal arts experience so that it is "embedded across the whole curriculum." The Chagrin Institute for I.C.E. program matches this intent. Through our work with grant-funded consultant, Dr. Jim Bader (from the CWRU Gelfand STEM Center), we will provide training to 7-12 teachers on the integrated use of the grant-funded I.C.E. Fabrication Lab to support student project development. He will also serve as a consultant in the design of this lab. Through our grant-funded work with JumpStart, Inc., we will establish a protocol to assemble feedback panels to support and evaluate student entrepreneurial projects. Through grant funding, JumpStart, Inc. will also assist in the identification of tiered I.C.E.-related contests, competitions, and extracurricular opportunities for our 7-12 students, in the articulation of ongoing internship and mentorship opportunities, and in development of an I.C.E. Resource Guide which identified district alumni, community members, and or Cleveland-area start-up's who can support I.C.E. programming (i.e. speakers, panelists, student mentors, presenters, etc.) in a variety of ways relative to a plethora of fields. Through our project, we will make PSEOP programming more accessible students (which will seek to increase student PSEOP participation), more cost effective for our district, and more relevant to the identified needs of current high school graduates. Through our described partnership with Hiram College and work with Kay Molkentin, we will train an existing district teacher who will be approved as an adjunct professor via Hiram College. This teacher will provide Entrepreneurship coursework (for Hiram College and high school credit) on our 7-12 campus, during our school day/calendar. The provision of Dual Credit coursework, using our district teacher will ensure that Hiram reimburses our district 71% of PSEOP funds to cover the cost of the instructor. While we fully expect that this local provision of coursework will increase the number of students who will enroll in PSEOP over time, we have conservatively calculated the savings our district would incur if the minimal number of PSEOP hours taken this school year by Chagrin Falls students were instead provided via Dual Credit on our campus. This savings (as described in detail in part 2 of question #9) would be over \$22,523 per year. Similarly, grant funds will provide all 9-12 teachers and students with Chromebooks, creating a total 7-12 1:1 Google Collaborative environment in the 2014-15 school year. After this initial roll-out to grades 7-12 (grades 7 and 8 will be locally funded), our district can sustain replacement cycles and will build a total campus collaborative culture in which students are likely to choose to purchase their own machines.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

As a result of the Chagrin Falls Institute for Innovation, Collaboration, and Entrepreneurship project, we will increase the college and career readiness of our students by increasing student access to Post-Secondary Enrollment Options Program coursework. Through the partnership with Hiram College and the creation of Dual Credit coursework articulated in our project, PSEOP coursework will be available within our existing 7-12 Chagrin Falls Campus and will be taught during our current district calendar and within our existing 7-12 daily schedule. The courses will be taught by a Chagrin Falls teacher who maintains adjunct status through Hiram College. This increased access, coupled with our provision of 7-12 I.C.E.-related tiered coursework, will increase our student participation in PSEOP and best-prepare our students to enter the varied Entrepreneurship programs available at colleges/universities across the state. The 4 full days of training provided through the grant through Dr. Bader from Case Western Reserve University's Gelfand STEM Center will grow our 7-12 Science, Math, and Technology teachers in their ability to integrate use of the I.C.E. Fabrication Lab in STEM-related learning. Dr. Bader will also provide training to K-6 teachers and summer program teachers on ways to integrate STEM-related learning and I.C.E. projects into their existing instruction. The training to be provided by Kay Molkentin from Hiram College will assist our identified 7-12 teacher in creating I.C.E. coursework. The innovative project promises to not only provide increased learning opportunities that are framed in real-world applications for K-12 students relative to Innovation, Collaboration, and Entrepreneurship, but will also provide additional learning resources for students interested in STEM-related research and project development. The Straight A Fund project proposed by our district promises to prepare its students to be thinkers and creators, improving not only student achievement in Math and Science, but across disciplines. The Chagrin Institute for I.C.E. project will also build upon our local effort to create a 1:1 Google Collaborative environment on our 7-12 Chagrin Falls campus, through its provision of Chromebooks for all of our 9-12 teachers and students. This provision, coupled with our current success in locally providing a 1:1 Google environment to our 6th grade students and teachers and our locally funded plan to extend this environment to include all 7th and 8th grade students and teachers (with training already under way for our 7th and 8th grade teachers this spring), will further promote our ability to improve student achievement. Students will be able to engage in ongoing collaborative projects with other students in other classes. Since our district maintains purchased Compass Learning licenses for all K-12 students, 1:1 student access will allow all students to access Compass Learning enrichment and/or intervention lessons that can either be selected by individual teachers or pre-populated in an Individualized Learning Path through Pre-Assessments provided via CompassLearning. CompassLearning is currently used across the district by small groups, as access to technology is somewhat limited to support its use. However, CompassLearning is currently being used in an ongoing way with our 6th grade students who all have district-provided Chromebooks. In addition to enrichment and intervention lessons, our 6th graders are also taking locally-created courses to accelerate into more difficult coursework in the fall. We have 31 6th graders taking a locally created 7th and 8th grade Math class now through August 2014 to bridge gaps so that they may enroll in Algebra in fall 2014. With the ability for all of our secondary students to have Chromebooks, we will be able to expand the use of CompassLearning to improve student achievement via enrichment, intervention, and accelerative programming.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

During the 2013-14 school year, the Chagrin Falls Exempted Village School District paid a total of \$31,712 for 14 students to enroll in college coursework through their participation in the Post-Secondary Enrollment Options Program. All of these courses were taken on the college/university campus. Through our provision of Dual Enrollment coursework (through partnership with Hiram College) that is proposed within our Chagrin Institute for Innovation, Collaboration, and Entrepreneurship proposal, we will experience significant spending reductions each year, Eligible Chagrin Falls High School students interested in earning both college and high school credit will be able to enroll in Dual Credit coursework within the Chagrin Institute that is housed on the 7-12 Chagrin Falls Campus, scheduled during the 7-12 calendar and school day, and provided by a Chagrin Falls district teacher who maintains adjunct status via Hiram College. This scenario not only provides the least disruptive, safest, and most supportive learning environment possible for students enrolled to access PSEOP, but also provides the opportunity for our district to be reimbursed by Hiram College for the cost of the instructor. Since none of our students are currently enrolled in Hiram College to access PSEOP coursework (as it is more than 30 miles roundtrip from the center of Chagrin Falls to and from Hiram College), this provision of Dual Credit provides Hiram with increased enrollment within their programs. This led to Hiram's agreement to provide an adjusted tuition of 85%. Currently, it would cost \$700 for a student to enroll in a 4-hour course at Hiram College (\$175 / credit hour). Through our project partnership, Hiram has agreed to an 85% adjusted tuition. This school year, our students were enrolled in a total of 213 hours of PSEOP coursework taken on college campuses and taught by college staff. If these students were able to access PSEOP coursework via the Dual Credit model proposed within the Chagrin Institute for I.C.E. grant project the following savings would be accrued: $213 \text{ hours} \times \$175 \times 85\% \text{ (adjusted tuition)} = \$31,683.75$ Hiram College reimburses Chagrin Falls Exempted Village for the Cost of the Instructor $71\% \times \$31,683.75 = \$22,495.46$ Hiram College retains \$9,188.29 CFHS would claim ADM funding for each student College would claim SSI for each student College provides the textbook for each student Net Balance for Chagrin Falls Exempted Village Schools to provide 213 hours of PSEOP coursework via the Dual Credit model proposed in the grant project, we would pay \$9,188.29. THIS IS A PROJECTED SAVINGS OF \$22,523.71 PER SCHOOL YEAR: \$31,712 (current district PSEOP spending) - \$9,188.29 (Dual Credit Cost for the same number of PSEOP hours), and is conservatively estimated under the assumption that we would only maintain the current level of PSEOP coursework, rather than seek to increase it. We believe that the increased access to PSEOP coursework via this project (due to the provision of this coursework within our 7-12 campus and during our school calendar and daily schedule) will grow our participation in PSEOP over the next 5 years. Thus, the Projected Savings may increase significantly as the program is fully implemented. THIS PROJECTED SPENDING REDUCTION OVER 5 YEARS IS \$45,941.45. Additionally, as evidenced in our uploaded "Straight A Fund - Chagrin Institute for Innovation, Collaboration, & Entrepreneurship Implementation - Sustainability - Spending Reduction Overview" document, through the project-funded purchase of Chromebooks to include all students in grades 9-12 in 2014-15 and continuation of our current 4-year replacement cycle (sustained through local funding and student yearly contributions), we would be able to maintain Chromebooks and grow our 1:1 efforts to include all students in grades 3-12 by the 2019-20 school year at a SPENDING REDUCTION OF \$187,500 (\$157,500 if 2014-15

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Through the Chagrin Institute for Innovation, Collaboration, and Entrepreneurship (I.C.E.) project's provision of training to an existing district teacher to growth his expertise in I.C.E. programming and his ability to maintain adjunct professor status via Hiram College is truly an investment in our staff that will have a lasting impact. His training will provide new I.C.E.-related coursework to 7-12 students, including Dual Credit Entrepreneurship courses via the Post-Secondary Enrollment Options Program (PSEOP) on our 7-12 Chagrin Falls campus, which will provide students with access to college coursework which will yield both college and high school credit. This increased access to PSEOP coursework within our school, during our school day/calendar year, and by a district staff member will significantly increase the course offerings available to our students. As explained in our response to spending reductions, this local provision of Dual Credit coursework will also save district funds, as 71% of the PSEOP funding provided to Hiram College will be reimbursed to our district for use of our district instructor to teach the courses. This incredible cost savings will increase the percentage of funding that can be used for classroom instruction and may be used to offset the cost of projected increased numbers of students pursuing PSEOP coursework through our Dual Credit programming in the future. The grant-funded provision of training to our teachers by consultant Dr. Jim Bader for the Gelfand STEM Center at CWRU to grow our 7-12 Science, Math, and Technology teachers in their ability to integrate use of the I.C.E. Fabrication Lab in STEM-related learning will also be an investment in our staff, truly maximizing their ability to provide a greater depth and scope of learning to our students. Dr. Bader will also provide training to K-6 teachers and summer program teachers on ways to integrate STEM-related learning and I.C.E. projects into their existing instruction. The training to be provided by Kay Molkentin from Hiram College will assist our identified 7-12 teacher in creating I.C.E. coursework and in helping all of our 7-12 teachers integrate I.C.E.-related learning experiences and projects across disciplines. The project's provision of Chromebooks for all 9-12 students and teachers will ensure that our entire 7-12 Chagrin Falls campus has a 1:1 Google Collaborative environment. This consistent access will grow our use of existing electronic licenses, like CompassLearning, which is currently purchased by our district for all K-12 students to maximize their ongoing use, while decreasing the need for staffed Intervention Periods or remediation scheduled and staffed within the school day. Similarly, it will allow courses to be created, assigned, and monitored with minimal contact time with a teacher. For example, since all of our current 6th graders have Chromebooks, we were able to create a compacted 7th and 8th grade Math class for 31 students who have shown tremendous growth in Math this school year. This course has been created by our Director of Curriculum and assigned to students for completion now through early August to enable student access to Algebra I in 7th grade. Rather than paying a teacher to staff a course during the last quarter of the school year or a summer course, this course is self-sustaining. With consistent students and teacher access to Chromebooks, we will be able to maximize use of electronic licenses like CompassLearning, saving money on the cost of Personnel to staff face-to-face courses. The monies saved through these efforts can be used to support classroom resources that are needed.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

Through the Chagrin Institute for Innovation, Collaboration, and Entrepreneurship (I.C.E.) project, we will create a complete 7th-12th grade 1:1 Google Collaborative environment. This provision, coupled with our current success in locally providing a 1:1 Google Collaborative environment to our 6th grade students and teachers and our locally funded plan to extend this environment to include all 7th and 8th grade students and teachers (training is under way for our 7th and 8th grade teachers in spring 2014), will further promote our ability to share services to provide enrichment, intervention, and/or accelerative options to students. Students will engage in ongoing collaborative projects with other students in other classes/grade levels. Since our district maintains purchased Compass Learning licenses for all K-12 students, 1:1 student access will afford all students with ongoing access to enrichment / intervention lessons that can either be selected by individual teachers or pre-populated in an Individualized Learning Path through Pre-Assessments provided via CompassLearning. CompassLearning is currently used across the district by small groups, as access to technology is somewhat limited to support its consistent use. However, CompassLearning is currently being used in an ongoing way with our 6th grade students who all have district-provided Chromebooks. In addition to enrichment/intervention lessons, our 6th graders are also taking locally-created courses to accelerate into more difficult coursework in the fall. We have 31 6th graders taking a locally created 7th/8th grade Math class now - August 2014 to bridge gaps so that they may enroll in Algebra in fall 2014. With the ability for all of our secondary students to have Chromebooks, we will be able to expand use of CompassLearning to improve student achievement via enrichment, intervention, and accelerative programming. Students may access the shared delivery of coursework any time/day, at their own pace without the expense of added instructors. This initial "seed" money provided by the grant funding will help our district accelerate our growth of 1:1 access to technology for students while still maintaining a sustainable process. Through the yearly collection of financial contributions per student toward a district Technology Fund which provides each student with access to district-provided Chromebooks beyond the school day and off-campus, our district is able to sustain a replacement cycle for all machines on a 4-year rotation. The grant funding will help our district to funnel the identification of General Fund monies in future years to continue to purchase technology for students in grades K-5 to continue to expand initial provision of technology to create additional 1:1 grade levels that can also be sustained by the aforementioned yearly contributions. The project's provision of training to an existing district teacher in I.C.E. programming and to develop his ability to attain and maintain adjunct professor status via Hiram College is truly an investment in our staff that will have a lasting impact. His training will provide new I.C.E.-related coursework to 7-12 students, including Dual Credit Entrepreneurship courses via the Post-Secondary Enrollment Options Program (PSEOP) on our 7-12 Chagrin Falls campus. This will provide student access to college coursework for both college and high school credit - truly implementing a shared service model which maximizes our district funds while providing the most efficient and effective environment for students. This increased access to PSEOP within our school, during our school day/calendar year, and by a district staff member will significantly increase the course offerings available to our students. This local provision of Dual Credit coursework will also save district funds, as 71% of the PSEOP funding provided to Hiram College will be reimbursed to our district for use of our district instructor.

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

New - never before implemented

Existing: Never implemented in your community school or school district but proven successful in other educational environments

Mixed Concept: Incorporates new and existing elements

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

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

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

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

444,734.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Kay Molkenin, the Director of will be hired as an Entrepreneurship and Innovation Consultant from Hiram College to guide program-development/curriculum writing for the Chagrin Institute for Innovation, Collaboration, and Entrepreneurship (I.C.E.) 7-12 coursework, to provide teacher professional development related to the integration of I.C.E.-related learning across disciplines/grade levels, and to provide training to the identified district I.C.E. program teacher to prepare him as an adjunct professor via Hiram College to support Dual Credit Entrepreneurship coursework to be offered - Purchased Services (\$19,200 total): \$400 / day x 48 days. Dr. Jim Bader, Executive Director at the Leonard Gelfand STEM Center within the College of Arts and Sciences and Case School of Engineering Case Western Reserve University will be hired as a STEM Consultant to guide the design of a Chagrin Institute for Innovation, Collaboration, and Entrepreneurship (I.C.E.) Fabrication Lab on our 7-12 Chagrin Falls Campus (through renovations of an existing identified space) and to provide K-12 teacher training on integrated use of the Fabrication Lab to support both I.C.E. and STEM-related learning - Purchased Services (\$18,484 total): \$7055 + \$2,187 fringe = \$9,242/month x 2 months(or the equivalent of this time). A JumpStart, Inc. Consultant will be contracted to support the production of an I.C.E. Student Resource Guide (which will compile Chagrin alumni, community members, and Cleveland-area contact relative to identified fields/careers who are willing to support I.C.E.-related learning via the provision of internships, through mentoring, as panelists or guest speakers, or through assistance with various I.C.E.-related contests, competitions, and/or clubs), to develop a feedback panel protocol/process for students, and to assist in the design/identification of student contests/competitions as they relate to Innovation, Collaboration, and Entrepreneurship - Purchased Services (\$1,050 total): 10 hours x \$150/hour. The budget will also support the creation of an I.C.E. Fabrication Lab on the Chagrin Falls 7-12 Campus through renovations to existing space - Purchased Services (\$10,000 total). The budget also includes purchase of the following equipment to support the Chagrin Institute for I.C.E.'s Fabrication Lab - Capital Outlay (\$87,000 total) to include: two 3D Printers to rapidly prototype 3D models into strong ABS plastic parts at \$4,300 / printer = \$ 8,600, a Laser Cutter to cut and etch most woods and several plastics = \$ 2,300, a Vinyl Cutter which is capable of quickly creating decals, professional quality signage, and logos out of a variety of different colored vinyls = \$ 2,100, a Computerized Router (with high- precision cutting and routing capabilities for rapid prototyping with various types of wood, metal, and plastic) = \$18,000, two Large Format Printers (which are able to print huge posters, pictures and more) at \$6,000 / printer = \$12,000, two Desktop 3D Scanners (for rapid production of accurate 3D models) at \$3,000 / scanner = \$6,000, nine Computers (to control each device) at \$2000/computer = \$18,000, a set of supplies to include wood, wires, metal, vinyl, etc. (in future years, these consumable materials would be purchased via student fee money assessed and collected relative to enrolled course(s) per student) = \$15,000, a set of Hand Tools (for woodworking, metal work) = \$5,000. The budget also includes the provision of Chromebooks to all 9-12 students and teachers - Capital Outlay (\$270,000 total): (598 students + 77 teachers) x \$400/Chromebook. The purchase of Instructional Supplies to support I.C.E. programming - books, programs, etc. - Instructional Resources (\$30,000 total) and the purchase of Instructional Supplies PD materials to support Fabrication Lab teacher PD - Instructional Resources (\$9,000 total) are also included within the project budget.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

All equipment to be purchased via grant funds to support the Chagrin Institute for Innovation, Collaboration, and Entrepreneurship (I.C.E.) Fabrication Lab will have a maintenance plan. The grant-funded provision of Chromebooks to all students in grades 9-12 will be sustained as a part of our district replacement cycle - as the initial "up-front" costs of purchasing 4 grade levels of Chromebooks will ensure that our district funds which would be locally appropriated to purchase 2 grade levels of Chromebooks per school year can be used to sustain our existing 4-year replacement cycle which is funded locally and through the collection of yearly contributions to the District Technology Fund. Grant funds simply allow us to begin this cycle with a much larger pool of students than we have typically been able to support. Thus, through the grant-funded provision of these machines and our ability to use existing local funds and funds collected through yearly student contributions to sustain the 4-year replacement cycle, no additional cost beyond what is already budgeted for in our 5-year forecast would be incurred to maintain/sustain the Chromebook 1:1 initiative in grade 9-12. See our uploaded "Straight A Fund - Chagrin Institute for Innovation, Collaboration, & Entrepreneurship Implementation - Sustainability - Spending Reduction Overview" document, through the project-funded purchase of Chromebooks to include all students in grades 9-12 in 2014-15 and continuation of our current 4-year replacement cycle (sustained through local funding and student yearly contributions), we would be able to maintain Chromebooks and grow our 1:1 efforts to include all students in grades 3-12 by the 2019-20 school year at a cost-savings to our district of \$187,500 (\$157,500 if 2014-15 spending reductions are not included).

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

54,023.71 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

During the 2013-14 school year, the Chagrin Falls Exempted Village School District paid a total of \$31,712 for 14 students to enroll in college coursework through their participation in the Post-Secondary Enrollment Options Program. All of these courses were taken on the college/university campus. Through our provision of Dual Enrollment coursework (through partnership with Hiram College) that is proposed within our Chagrin Institute for Innovation, Collaboration, and Entrepreneurship proposal, we will experience significant spending reductions each year. Eligible Chagrin Falls High School students interested in earning both college and high school credit will be able to enroll in Dual Credit coursework within the Chagrin Institute that is housed on the 7-12 Chagrin Falls Campus, scheduled during the 7-12 calendar and school day, and provided by a Chagrin Falls district teacher who maintains adjunct status via Hiram College. This scenario not only provides the least disruptive, safest, and most supportive learning environment possible for students enrolled to access PSEOP, but also provides the opportunity for our district to be reimbursed by Hiram College for the cost of the instructor. Since none of our students are currently enrolled in Hiram College to access PSEOP coursework (as it is more than 30 miles roundtrip from the center of Chagrin Falls to and from Hiram College), this provision of Dual Credit provides Hiram with increased enrollment within their programs. This led to Hiram's agreement to provide an adjusted tuition of 85%. Currently, it would cost \$700 for a student to enroll in a 4-hour course at Hiram College (\$175 / credit hour). Through our project partnership, Hiram has agreed to an 85% adjusted tuition. This school year, our students were enrolled in a total of 213 hours of PSEOP coursework taken on college campuses and taught by college staff. If these students were able to access PSEOP coursework via the Dual Credit model proposed within the Chagrin Institute for I.C.E. grant project the following savings would be accrued: 213 hours x \$175 x 85% (adjusted tuition) = \$31,683.75 Hiram College reimburses Chagrin Falls EVSD for the Cost of the Instructor 71% x \$31,683.75 = \$22,495.46 Hiram College retains \$9,188.29 CFHS would claim ADM funding / student College would claim SSI / student College provides the textbook / student Net Balance for Chagrin Falls Exempted Village Schools to provide 213 hours of PSEOP coursework via the Dual Credit model proposed in the grant project, we would pay \$9,188.29. THIS IS A PROJECTED SAVINGS OF \$22,523.71 PER SCHOOL YEAR: \$31,712 (current district PSEOP spending) - \$9,188.29 (Dual Credit Cost for the same number of PSEOP hrs), and is conservatively estimated under the assumption that our district would only MAINTAIN the current level of PSEOP coursework, rather than seek to increase it. We believe that the increased access to PSEOP coursework via this project (due to the provision of this coursework WITHIN our 7-12 campus AND during our school calendar AND daily schedule) will grow our participation in PSEOP over the next 5 years. Thus, the Projected Savings may increase significantly as the program is fully implemented. This projected savings over 5 years is \$112,618.55. Additionally, as evidenced in our uploaded "Straight A Fund - Chagrin Institute for I.C.E. Implementation - Sustainability - Spending Reduction Overview" document, through the project-funded purchase of Chromebooks to include all students in grades 9-12 in 2014-15 and continuation of our current 4-year replacement cycle (sustained through local funding and student yearly contributions), we would be able to maintain Chromebooks and grow our 1:1 efforts to include all students in grades 3-12 by the 2019-20 school year at a cost-savings to our

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The Chagrin Institute for Innovation, Collaboration, and Entrepreneurship (I.C.E.) will sustain itself indefinitely. The grant monies spent on training of our staff relative to Entrepreneurship and integration of the new Fabrication Lab are truly an investment of our existing staff. Our trained existing teacher of I.C.E. programming on the 7-12 campus will be charged with the provision of ongoing training for K-12 teachers during future years via established professional development days. He will also be responsible for the provision of training to new 7-12 teachers who join our campus after the scope of the grant project. Similarly the grant-supported work on the part of consultants from JumpStart, Inc. and Hiram College to identify and grow I.C.E.-related contests, competition, internships, and mentorships and extracurricular opportunities for 7-12 students as well as K-12 summer programming will continue to thrive and grow after the grant period through the ongoing monitoring of the Director of Curriculum and the 7-12 I.C.E. program district teacher. The establishment of the I.C.E. Fabrication Lab is easily sustainable over time, as the renovations made to the existing space on the 7-12 campus will have a lifespan well beyond 5 years. Similarly, the grant-funded technology procured for the I.C.E. Fabrication Lab will be purchased with maintenance agreements to ensure any repairs or replacements of machines will not add additional costs on the part of our district. The grant-funded purchase of Chromebooks for all students and teachers in grades 9-12 on the 7-12 Chagrin Falls Campus will piggyback on our existing district-funded plan to locally purchase Chromebooks for all students and teachers in grades 7 and 8 for the 2014-15 school year and our existing rollout of locally funded Chromebooks to all 6th grade students and teachers. The grant-funded provision of Chromebooks to all students in grades 9-12 will be sustained as a part of our district replacement cycle - as the initial "up-front" costs of purchasing 4 grade levels of Chromebooks will ensure that our district funds (which have been locally appropriated to purchase 2 grade levels of Chromebooks per school year) can be used to sustain our existing 4-year replacement cycle which is funded locally and through the collection of yearly contributions to the District Technology Fund. Grant funds simply allow us to begin this cycle with a much larger pool of students than we have typically been able to support in a single school year. Thus, through the grant-funded provision of these machines and our ability to use existing local funds and funds collected through yearly student contributions to sustain the 4-year replacement cycle, no additional cost beyond what is already budgeted for in our 5-year forecast would be incurred to maintain/sustain the Chromebook 1:1 initiative in grade 9-12. See uploaded "Straight A Fund - Chagrin Institute for Innovation, Collaboration, & Entrepreneurship Implementation - Sustainability - Spending Reduction Overview" document. The development of an I.C.E. Resource Guide through work of the grant-funded consultants from JumpStart, Inc. and Hiram College to identify Chagrin Falls alumni, community members, and other Cleveland-based leaders who would be willing to serve as resources to our I.C.E.-related programming will be updated yearly by our 7-12 I.C.E. program teacher, our district's Director of Community Relations, Lenny May and our Director of Communications, Charlene Paporizos in the future. The initial grant-funded work in creating the Resource Guide and articulating specific individuals connected to varied topics and/or fields as they relate to I.C.E. programming and identifying each person's interest and/or willingness to serve as a mentor, volunteer, guest speaker, panelist, coach, connection for internships, etc. will provide a solid foundation which will make it easy for district staff to update.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

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

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range Present - early August 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

June 2014 - announcement of award to staff, students, community via e-blast, district newsletter, local media, purchase of Chromebooks for all 9-12 teachers; Dr. Bader meets with Director of Strategic Initiatives and Director of Technology to guide renovations to existing space to become the Chagrin Institute I.C.E. Fab Lab and to assist in ordering of identified equipment for Fab Lab / June-July 2014 - provision of initial 9-12 teacher training on Chromebook and Google Drive integration by Director of Technology and district 6th grade teachers (who won the OETC Best Ed Tech "Best 1:1 Program" award in January 2014); administration of Pre-Project Survey to all 9-12 teachers via SurveyMonkey related to current level of technology integration in instruction; rollout of Chromebooks to all 9-12 teachers / July-August 2014 - planning meetings with Kay Molkentin, I.C.E. teacher, and Director of Curriculum to discuss identify Hiram courses to be offered via Dual Credit as of 2015-16, review existing 7-12 curriculum models, discuss the existing 7-12 schedule and course offerings, and identify a tiered trajectory of 7-12 coursework with essential questions to guide curriculum development

* Anticipated barriers to successful completion of the planning phase

If current negotiations with the Teacher's Union continue to stall or yield a summer work refusal or stoppage, we may be unable to provide teacher training on Chromebooks in June - early August. If this occurs, we will use the identified Professional Development Days which precede the start of the 2014-15 school year in August 2014 to provide this training. If the renovations to our existing space are delayed in any way (as our aging buildings seem to hold many surprises), we will finish this work in to August and September as needed, and use identified PD time and/or provide substitutes for teachers to be trained via our Title IIA grant funds available.

18. Implementation - Process to achieve project goals

* Date Range August 2014- May 2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

August 2014 - administration of Pre-Project Survey to 9-12 students via SurveyMonkey relative to current level of technology integration in learning; roll-out of Chromebooks to 9-12 students: initial student training, additional 9-12 teacher training on Chromebook integration, initial training for 7-12 Science, Technology, and Math teachers on use of the I.C.E. Fab Lab / September 2014 - initial training of all 7-12 Science, Math, and Technology teachers on use and integration of Fab Lab by Dr. Bader; September 2014 - March 2015 - Weekly planning with Kay Molkentin and I.C.E. teacher to continue 7-12 Curriculum Writing, building Dual Credit and 9-12 coursework first, followed by 7-8 course development / November 2014 - 2nd training of 7-12 Science, Math, and Technology teachers on use and integration of Fab Lab by Dr. Bader, work with I.C.E. teacher, Dr. Bader and Kay Molkentin to identify Summer 2016 I.C.E. Programming for K-12 / December 2014 - formalization of Dual Credit (partnership with Hiram College) offerings and sharing with all students in grades 8-11 for 2015-16 school year; 3rd training of all 7-12 Science, Math, and Technology teachers on use and integration of Fab Lab by Dr. Bader / January 2015 - additional guidance from HS Counselors regarding pursuit of PSEOP through Hiram via Dual Credit and new I.C.E. courses; planning with Kay Molkentin and I.C.E. teacher to continue 7-12 Curriculum Writing; 4th training of all 7-12 Science, Math, and Technology teachers on use and integration of Fab Lab by Dr. Bader / January - February 2015 - training of 3-6 teachers on use & integration of Fab Lab - Dr. Bader, Summer Program shared / March - May 2015 - work with JumpStart Inc. Consultant, I.C.E. teacher, Kay Molkentin - Resource Guide, contest, competition, protocol design / May 2015 - training of all K-2 teachers on use / integration of Fab Lab by Dr. Bader / June 2015 - training of all Summer Program teachers on use / integration of Fab Lab by Dr. Bader

* Anticipated barriers to successful completion of the implementation phase.

The announcement of I.C.E. Summer Programming may be delayed if courses will be offered through our Community Education program. While this would broaden student access to also include students who reside in the community and allow online registration to occur, it may delay the sharing of offerings until March, when Community Ed. programming is announced. If time does not permit completion of the teacher trainings with all teachers (i.e. due to maternity leave, absences, etc.), we will provide make-up training with our I.C.E. teacher in early June. Similarly, if time does not permit completion of I.C.E. Resource Guide with input from classroom teachers regarding the varied topics/fields for which resources are needed, we may extend work into early June 2015.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range June 8, 2014 - June 26, 2015

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

June 2015 - I.C.E. K-12 Summer Programming Begins within Chagrin Institute for Innovation, Collaboration, and Entrepreneurship; Compass Learning Usage Reports for grades 7-12 will be compiled and a comparison to previous years will be calculated; new I.C.E. Programming will be posted to our district webpage June 1-5, 2015 - administration of Post-Project Survey to 9-12 students via SurveyMonkey relative to current level of technology integration in learning June 1-12, 2015 - additional PD on I.C.E. integration with 7-12 teachers, I.C.E. teacher and Kay Molkentin June 14-19, 2015 - administration of Post-Project Survey to 9-12 teachers via SurveyMonkey relative to current level of technology integration in teaching June 22-26, 2015 - 7-12 Student and Teacher Survey Data will be compiled; initial student enrollment numbers to-date in new Dual Credit courses (via partnership with Hiram College) will be compiled

* Anticipated barriers to successful completion of the summative evaluation phase.

Students are able to enroll in PSEOP coursework through the summer - thus our preliminary enrollment for Dual Credit as of June 2015 may not accurately reflect ALL students who will enroll. If I.C.E. Programming options are still under development related to identification of contests, competitions, clubs, etc. we may need to postpone its posting to the district website and/or commit to ongoing updating of this site. We already plan to continue to grow opportunities that are I.C.E.-related over time and showcase student successes over time through constant updating.

20. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes

should be realistic and significant in moving the institution forward.

Please enter your response below:

The Chagrin Falls Institute for Innovation, Collaboration, and Entrepreneurship (I.C.E.) project will increase college/career readiness of students by increasing access to PSEOP/expanded coursework. Via partnership with Hiram College/creation of Dual Credit courses, PSEOP will be available on our 7-12 Chagrin Falls Campus, during our current district calendar/existing 7-12 daily schedule. Courses will be taught by a trained Chagrin Falls teacher w/ adjunct status via Hiram College. This 7-12 I.C.E.-related coursework will increase PSEOP participation and best-prepare students to enter Entrepreneurship programs available at Ohio colleges. Within 5 years, all Chagrin Falls HS students will complete at least 1 college level course prior to graduation (Dual Credit, traditional PSEOP, and/or AP courses) and K-12 I.C.E.-related programming will be evidenced on our district webpage/brochures and the I.C.E. Fab Lab will be used daily and with K-6 classes/during summer programming. Within 5 years, the 7-12 Chagrin Falls Campus will be a 1:1 Google Collaborative Learning Environment; all 7-12 students will use Chromebooks in every class and complete at least 1 online course prior to graduation. The Chagrin Institute for I.C.E. will create Spending Reductions. Dual Credit yields A PROJECTED SAVINGS OF \$22,523.71 / SCHOOL YR: \$31,712 (current district PSEOP spending) - \$9,188.29 (Dual Credit Cost for same number PSEOP hrs), and is conservatively estimated if we MAINTAIN the current level of PSEOP, rather than increase it. We believe that increased access to PSEOP will grow participation over the next 5 years. Thus, the Projected Savings may increase significantly over time. The 5-year projected savings is \$112,618.55. Uploaded "Straight A Fund - Chagrin Institute for I.C.E. Implementation - Sustainability - Spending Reduction Overview" document, explains - via purchase of Chromebooks for all 9-12 students in 2014-15 and continuation of our 4-year replacement cycle, we will maintain Chromebooks and grow 1:1 efforts for all 3-12 students by 2019-20 at a cost-savings of \$187,500 (savings of \$157,500 if 2014-15 school year is omitted). "ANNUAL SAVINGS" of \$54,023.71 WAS CALCULATED: $(\$187,500 + \$112,618.55) / 5 \text{ YRS}$ The Chagrin Institute for I.C.E. will sustain indefinitely. Training on Entrepreneurship/integration of the I.C.E. Fab Lab is an investment in staff. Our 7-12 teacher of I.C.E. programming will provide training for K-12 teachers in the future. Developed I.C.E.-related contests, competition, internships, mentorships, clubs, and summer programming will be refined yearly by the Director of Curriculum and 7-12 I.C.E. teacher. The I.C.E. Fab Lab is sustainable; renovations have a lifespan beyond 5 yrs. I.C.E. Fab Lab purchased technology will include maintenance agreements to prevent future costs. Purchased Chromebooks for all 9-12 students/teachers will build upon our existing district-funded plan to purchase Chromebooks for all 7-8 students/teachers in 2014-15 and 2013-14 rollout of Chromebooks to all 6th grade students/teachers. Chromebooks for all 9-12 students will be sustained via district replacement cycle - "up front" costs of purchasing 4 levels of Chromebooks will ensure that district funds (locally appropriated for 2 levels of Chromebooks / school yr) will sustain our 4-yr replacement cycle - funded locally/ via yearly contributions to the District Tech Fund. Grant funds allow this cycle to begin with a much larger pool of students than we have been able to support in a single year. Via provision of these machines and our ability to use existing local funds/yearly student contributions to sustain the 4-year replacement cycle, no additional cost beyond our 5-year forecast will be incurred to sustain the 9-12 Chromebook 1:1 initiative. The developed I.C.E. Resource Guide will be updated yearly by our 7-12 I.C.E. program teacher and our Director of Communications.

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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem (s) have been solved.

21. 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 response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

The Chagrin Falls Institute for Innovation, Collaboration, and Entrepreneurship (I.C.E.) project will increase college/career readiness of students by increasing access to PSEOP/expanded coursework. Via partnership with Hiram College/creation of Dual Credit courses, PSEOP will be available on our 7-12 Chagrin Falls Campus, during our current district calendar/existing 7-12 daily schedule. Courses will be taught by a trained Chagrin Falls teacher w/ adjunct status via Hiram College. This 7-12 I.C.E.-related coursework will increase PSEOP participation and best-prepare students to enter Entrepreneurship programs available at Ohio colleges. Within 5 years, all Chagrin Falls HS students will complete at least 1 college level course prior to graduation (Dual Credit, traditional PSEOP, and/or AP courses) and K-12 I.C.E.-related programming will be evidenced on our district webpage/brochures and the I.C.E. Fab Lab will be used daily and with K-6 classes/during summer programming. Within 5 years, the 7-12 Chagrin Falls Campus will be a 1:1 Google Collaborative Learning Environment; all 7-12 students will use Chromebooks in every class and complete at least 1 online course prior to graduation. The project will create Spending Reductions. Dual Credit yields A PROJECTED SAVINGS OF \$22,523.71 / SCHOOL YR: \$31,712 (current district PSEOP spending) - \$9,188.29 (Dual Credit Cost for same number PSEOP hrs), and is conservatively estimated if we MAINTAIN the current level of PSEOP, rather than increase it. We believe that increased access to PSEOP will grow participation over the next 5 years. Thus, the Projected Savings may increase significantly over time. The 5-year projected savings is \$112,618.55. Uploaded "Straight A Fund - Chagrin Institute for I.C.E. Implementation - Sustainability - Spending Reduction Overview" document, explains - via purchase of Chromebooks for all 9-12 students in 2014-15 and continuation of our 4-year replacement cycle, we will maintain Chromebooks and grow 1:1 efforts for all 3-12 students by 2019-20 at a cost-savings of \$187,500 (savings of \$157,500 if 2014-15 school year is omitted). "ANNUAL SAVINGS" of \$54,023.71 WAS CALCULATED: $(\$187,500 + \$112,618.55) / 5 \text{ YRS}$ The Chagrin Institute for I.C.E. will sustain indefinitely. Training on Entrepreneurship/integration of the I.C.E. Fab Lab is an investment in staff. Our 7-12 teacher of I.C.E. programming will provide training for K-12 teachers in the future. Developed I.C.E.-related contests, competition, internships, mentorships, clubs, and summer programming will be refined yearly by the Director of Curriculum and 7-12 I.C.E. teacher. The I.C.E. Fab Lab is sustainable; renovations have a lifespan beyond 5 yrs. I.C.E. Fab Lab purchased technology will include maintenance agreements to prevent future costs. Purchased Chromebooks for all 9-12 students/teachers will build upon our existing district-funded plan to purchase Chromebooks for 7-8 students/teachers in 2014-15 and 2013-14 rollout of Chromebooks to all 6th grade students/teachers, who won the OETC Best Ed Tech "Best 1:1 Program" award - Jan. 2014 -

evidencing our ability. Chromebooks for all 9-12 students will be sustained via district replacement cycle - "up front" costs of purchasing 4 levels of Chromebooks will ensure that district funds (locally appropriated for 2 levels of Chromebooks / school yr) will sustain our 4-yr replacement cycle - funded locally/ via yearly contributions to the District Tech Fund. Grant funds allow this cycle to begin with a much larger pool of students than we have been able to support in a single year. Via provision of these machines and our ability to use existing local funds/yearly student contributions to sustain the 4-year replacement cycle, no additional cost beyond our 5-year forecast will be incurred to sustain the 9-12 Chromebook 1:1 initiative. The I.C.E. Resource Guide will be updated yearly by our I.C.E. teacher / Director of Communications.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

The overall plan will be evaluated via a number of measures, which will be compiled by the district's Director of Curriculum. The impact of the project's provision of 1:1 technology to create a 7-12 Google Collaborative Environment will be evaluated through surveys administered to all 7-12 teachers relative to its impact upon instruction before and after the 1:1 rollout and implementation and a survey will be administered to all 7-12 students relative to its impact upon learning before and after the 1:1 rollout and implementation. These survey results will measure the degree to which this 1:1 Google Collaborative environment (and related training) enable sharing of resources and increased student achievement to occur. Compilation and comparison of CompassLearning Usage Reports for students in grades 7-12 will also be evaluated to determine if the project increased shared access to resources to improve student learning. Enrollment in project-created Dual Credit courses will be tracked and compiled to-date at the end of June 2015. All new I.C.E. related programming options (including summer programs, coursework, contests, competitions, clubs, etc.) will be posted to the district webpage, illustrating completion of the project action steps and success of the project in increasing student access to programming.

* 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 project's progress).

Progress toward completion of the action steps articulated in Questions 17-19 will be compiled and reported out monthly to the district Superintendent via Cabinet Meetings. The Director of Curriculum will provide at least 2 updates to the Chagrin Falls Exempted Village Board of Education throughout the scope of the project. Through the regular meetings with project consultant, Kay Molquentin, from Hiram College, we will continue to progress-monitor. Her expertise in designing the Entrepreneurship Program at Hiram College and in supporting other area schools in developing their programs will greatly assist us in trouble-shooting as needed to meet identified goals. Via our initial planning with Kay Molquentin, Dr. Bader, our JumpStart, Inc. Consultant and our I.C.E. Program teacher, we will concretely identify SMART goals connected to their work relative in the project and ensure that these are identified in project-funded agreements. This will make progress-monitoring and individual accountability for all participants very transparent.

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

Via our initial planning with Kay Molquentin, Dr. Bader, our JumpStart, Inc. Consultant and our I.C.E. Program teacher, we will concretely identify SMART goals connected to their work relative in the project. This will make progress-monitoring and individual accountability for all participants very transparent. If one or more of the aforementioned participants fails to deliver relative to the identified SMART goals connected to their work, we will defer to the agreement and take action as necessary to ensure work is completed and contracts are fulfilled. Because a great deal of pre-planning and thoughtful identification of project partners has preceded this grant application (see uploaded letters of partnership) we believe that failure to meet objectives is unlikely. We are prepared, however, to hold individuals to the terms of their agreements, if needed. If student interest in pursuit of 7-12 I.C.E. programming, Dual Credit, and/or Summer Programming is minimal, we will work with Principals, our PTA's, local media sources, and our district's Director of Communications to expand advertising and create additional opportunities to grow interest.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

Improve Student Achievement/Increase Access to Shared Resources -The Chagrin Falls Institute for Innovation, Collaboration, and Entrepreneurship (I.C.E.) project will increase college/career readiness of students by increasing access to PSEOP/expanded coursework. Via partnership with Hiram College/creation of Dual Credit courses, PSEOP will be available on our 7-12 Chagrin Falls Campus, during our current district calendar/existing 7-12 daily schedule. Courses will be taught by a trained Chagrin Falls teacher w/ adjunct status via Hiram College. This 7-12 I.C.E.-related coursework will increase PSEOP participation and best-prepare students to enter Entrepreneurship programs available at Ohio colleges. Within 5 years, all Chagrin Falls HS students will complete at least 1 college level course prior to graduation (Dual Credit, traditional PSEOP, and/or AP courses) and K-12 I.C.E.-related programming will be evidenced on our district webpage/brochures and the I.C.E. Fab Lab will be used daily and with K-6 classes/during summer programming. Within 5 years, the 7-12 Chagrin Falls Campus will be a 1:1 Google Collaborative Learning Environment; all 7-12 students will use Chromebooks in every class and complete at least 1 online course prior to graduation. Spending Reductions - Dual Credit yields A PROJECTED SAVINGS OF \$22,523.71 / SCHOOL YR: \$31,712 (current district PSEOP spending) - \$9,188.29 (Dual Credit Cost for same number PSEOP hrs), and is conservatively estimated if we MAINTAIN the current level of PSEOP, rather than increase it. We believe that increased access to PSEOP will grow participation over the next 5 years. Thus, the Projected Savings may increase significantly over time. The 5-year projected savings is \$112,618.55. Uploaded "Straight A Fund - Chagrin Institute for I.C.E. Implementation - Sustainability - Spending Reduction Overview" document, explains - via purchase of Chromebooks for all 9-12 students in 2014-15 and continuation of our 4-year replacement cycle, we will maintain Chromebooks and grow 1:1 efforts for all 3-12 students by 2019-20 at a cost-savings of \$187,500 (savings of \$157,500 if 2014-15

school year is omitted). "ANNUAL SAVINGS" of \$54,023.71 WAS CALCULATED: $(\$187,500 + \$112,618.55) / 5$ YRS Sustainability - The Chagrin Institute for I.C.E. will sustain indefinitely. Training on Entrepreneurship/integration of the I.C.E. Fab Lab is an investment in staff. Our 7-12 teacher of I.C.E. programming will provide training for K-12 teachers in the future. Developed I.C.E.-related contests, competition, internships, mentorships, clubs, and summer programming will be refined yearly by the Director of Curriculum and 7-12 I.C.E. teacher. The I.C.E. Fab Lab is sustainable; renovations have a lifespan beyond 5 yrs. I.C.E. Fab Lab purchased technology will include maintenance agreements to prevent future costs. Purchased Chromebooks for all 9-12 students/teachers will build upon our existing district-funded plan to purchase Chromebooks for all 7-8 students/teachers in 2014-15 and 2013-14 rollout of Chromebooks to all 6th grade students/teachers. Chromebooks for all 9-12 students will be sustained via district replacement cycle - "up front" costs of purchasing 4 levels of Chromebooks will ensure that district funds (locally appropriated for 2 levels of Chromebooks / school yr) will sustain our 4-yr replacement cycle - funded locally/ via yearly contributions to the District Tech Fund. Grant funds allow this cycle to begin with a much larger pool of students than we have been able to support in a single year. Via provision of these machines and our ability to use existing local funds/yearly student contributions to sustain the 4-year replacement cycle, no additional cost beyond our 5-year forecast will be incurred to sustain the 9-12 Chromebook 1:1 initiative. The developed I.C.E. Resource Guide will be updated yearly by our 7-12 I.C.E. teacher and our Director of Communications.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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 applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

*** Student Achievement**

As a result of the Chagrin Falls Institute for Innovation, Collaboration, and Entrepreneurship (I.C.E.) project, we will increase the college and career readiness of our students by increasing student access to Post-Secondary Enrollment Options Program coursework. Through the partnership with Hiram College and the creation of Dual Credit coursework articulated in our project, PSEOP coursework will be available within our existing 7-12 Chagrin Falls Campus and will be taught during our current district calendar and within our existing 7-12 daily schedule. The courses will be taught by a Chagrin Falls teacher who maintains adjunct status through Hiram College. This increased access, coupled with our provision of 7-12 I.C.E.-related tiered coursework, will increase our student participation in PSEOP and best-prepare our students to enter the varied Entrepreneurship programs available at colleges/universities across the state. It is our goal that within 5 years, all Chagrin Falls High School students will have completed at least 1 college level course prior to high school graduation (via Dual Credit, traditional PSEOP, and/or AP coursework). Within 5 years, clearly articulated I.C.E. -related 7-12 programming, summer K-12 programming, contests/competitions/clubs, and career pathways will be available and evidenced on our district webpage and via print copy brochures. Our new I.C.E. Fabrication Lab will be used every day during every class period within 5 years. It will also be used in an ongoing way with K-6 classes and during summer programming. Our entire 7-12 Chagrin Falls Campus will be a total 1:1 Google Collaborative Learning Environment. Within 5 years, all 7-12 students will use their Chromebooks within every classroom as a part of daily instruction and all 7-12 students will complete at least one online course prior to graduation.

*** Spending Reduction in the five-year fiscal forecast**

In 2013-14, Chagrin Falls EVSD paid \$31,712 for 14 students to enroll in college courses via PSEOP on the college campus. Through Dual Enrollment w/ Hiram College via our proposal, significant spending reductions will occur. Chagrin Falls HS students will be able to earn college AND HS credit via Dual Credit w/in the Chagrin Institute on the 7-12 Chagrin Falls Campus, during the 7-12 calendar/school day, via a district teacher who maintains adjunct status at Hiram. As none of our students are currently enrolled in Hiram PSEOP (> 30 miles roundtrip - Chagrin Falls), Dual Credit would provide Hiram with increased CFEVSD enrollment. Thus, Hiram agreed to provide an adjusted tuition of 85%. Currently, it costs \$700 for a student to enroll in a 4-hour course at Hiram (\$175/credit hr). This school year, our students were enrolled in 213 PSEOP total hrs. If these students accessed Dual Credit, the following savings would occur: $213 \text{ hours} \times \$175 \times 85\%$ (adjusted tuition) = \$31,683.75 Hiram reimburses Chagrin Falls EVSD for Cost of the Instructor $71\% \times \$31,683.75 = \$22,495.46$ Net Balance for Chagrin Falls EVSD to provide 213 hours of PSEOP via the Dual Credit, we would pay \$9,188.29. THIS IS A PROJECTED SAVINGS OF \$22,523.71 / SCHOOL YEAR and is conservatively estimated under the assumption that we would maintain current level of PSEOP, rather than increase it. We believe that increased access to PSEOP will grow participation in the next 5 years and Projected Savings may increase significantly over time. THIS PROJECTED SPENDING REDUCTION OVER 5 YEARS IS \$45,941.45. Uploaded "Straight A Fund - Chagrin Institute for I.C.E. Implementation - Sustainability - Spending Reduction Overview" document explains that via provision of 9-12 student Chromebooks in 2014-15 and continuation of our 4-year replacement cycle, we would maintain Chromebooks and grow 1:1 efforts to include all 3-12 students by 2019-20 at a SPENDING REDUCTION OF \$187,500 (\$157,500 if 2014-15 is omitted).

*** Utilization of a greater share of resources in the classroom**

Through this project, we will create a 7th-12th grade 1:1 Google Collaborative environment. This provision, coupled w/ our current success in locally providing a 1:1 Google Collaborative environment to our 6th grade students/teachers and our plan to include all 7-8 students/teachers in 2014-15, will promote our ability to share services for enrichment, intervention, and/or acceleration. Since we maintain CompassLearning licenses for all K-12 students, 1:1 will provide ongoing access to lessons via Individualized Learning Paths. Compass is currently used by small groups in the district, as technology is somewhat limited to support it, yet it is currently being used by ALL 6th graders (via 1:1 Chromebooks). 6th graders are also taking courses to accelerate - i.e. 31 are taking a 7/8 Math class to prepare for Algebra I) Provision of 9-12 Chromebooks will expand use of Compass to improve student achievement via shared delivery of coursework any time/day, at their own pace w/out expense of added instructors. This "seed" money will accelerate growth 1:1 for students and maintain a sustainable process. Through student contributions, we can sustain a 4-yr replacement cycle. The grant will allow us to maximize district funds to create additional 1:1 grade levels in K-5. Teacher training in I.C.E. programming/to develop ability to attain adjunct professor status via Hiram College is an investment, as he will provide new I.C.E.-related coursework to 7-12 students, including Dual Credit. This will provide access to coursework for college AND HS credit - implementing a shared service model that maximizes district funds AND provides the most efficient/effective environment. Increased access to PSEOP w/in our school, during our school day/calendar year, and by a district staff member will significantly increase our course offerings. Dual Credit will also save district funds; 71% of PSEOP funding to Hiram will be reimbursed to our district for use of our instructor.

* Implementation of a shared services delivery model

Through this project, we will create a 7th-12th grade 1:1 Google Collaborative environment. This provision, coupled w/ our current success in locally providing a 1:1 Google Collaborative environment to our 6th grade students/teachers and our plan to include all 7-8 students/teachers in 2014-15, will promote our ability to share services for enrichment, intervention, and/or acceleration. Since we maintain Compass Learning licenses for all K-12 students, 1:1 will provide ongoing access to lessons via Individualized Learning Paths. Compass is currently used by small groups in the district, as technology is somewhat limited to support it, yet it is currently being used by ALL 6th graders (via 1:1 Chromebooks). 6th graders are also taking courses to accelerate - i.e. 31 are taking a 7/8 Math class to prepare for Algebra I) Provision of 9-12 Chromebooks will expand use of Compass to improve student achievement via shared delivery of coursework any time/day, at their own pace w/out expense of added instructors. This "seed" money will accelerate growth 1:1 for students and maintain a sustainable process. Through student contributions, we can sustain a 4-yr replacement cycle. The grant will allow us to maximize district funds to create additional 1:1 grade levels in K-5. Teacher training in I.C.E. programming/to develop ability to attain adjunct professor status via Hiram College is an investment, as he will provide new I.C.E.-related coursework to 7-12 students, including Dual Credit. This will provide access to coursework for college AND HS credit - implementing a shared service model that maximizes district funds AND provides the most efficient/effective environment. Increased access to PSEOP w/in our school, during our school day/calendar year, and by a district staff member will significantly increase our course offerings. Dual Credit will also save district funds; 71% of PSEOP funding to Hiram will be reimbursed to our district for use of our instructor.

* Other Anticipated Outcomes

Through the Chagrin Institute for Innovation, Collaboration, and Entrepreneurship project, we will grow student interest in pursuit of post-secondary I.C.E.-related programs and/or careers. This will serve as a springboard to grow relationships with other Ohio colleges/universities to connect our students with access to programs which maximize their abilities and match their interests. Increased and varied approaches to entrepreneurship that fosters itself in a myriad of fields (including but not limited to technology, science, medicine, the arts, etc.) will spawn innovation and growth within Ohio that is supported (and thus retained) locally.

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

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

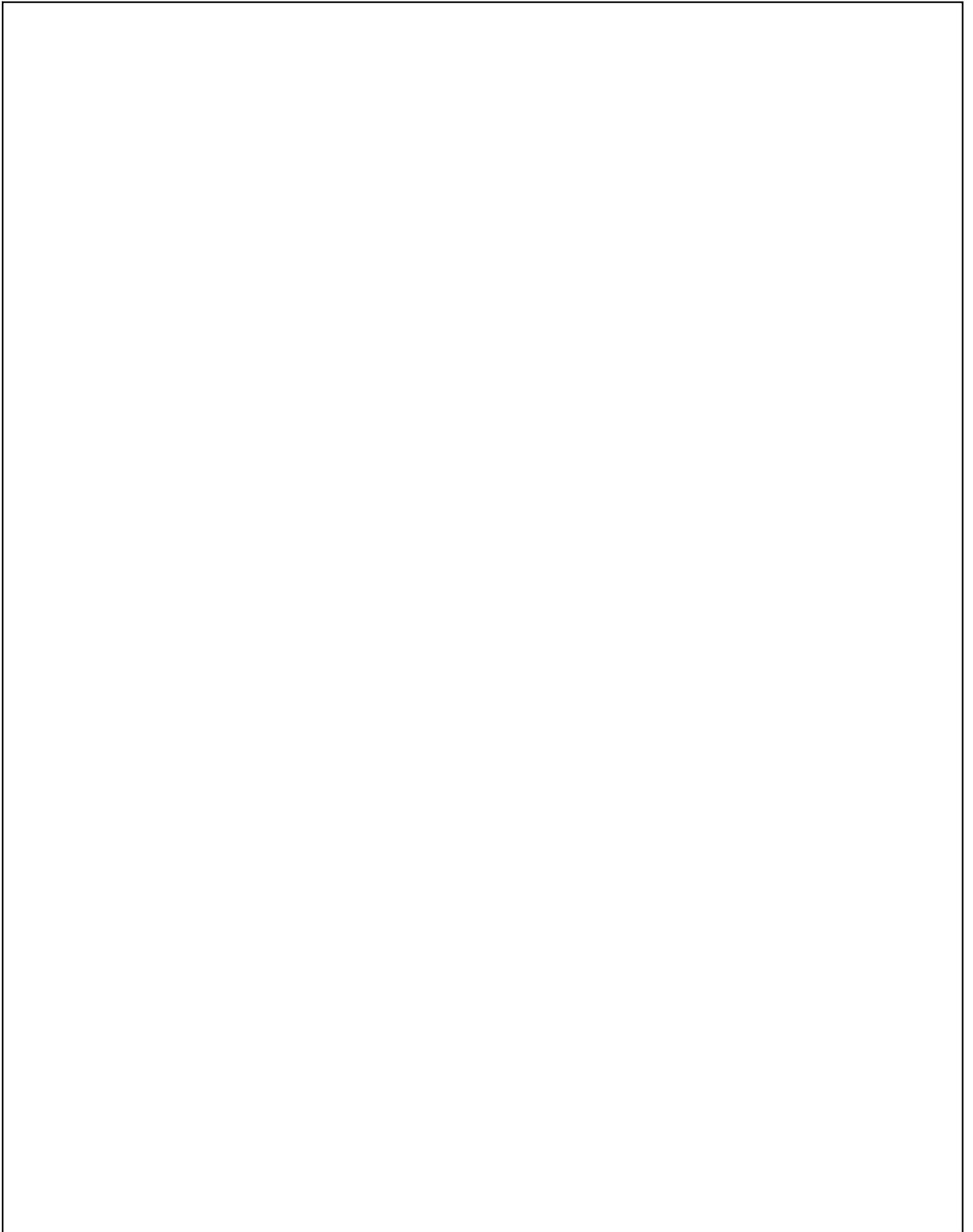
* Explain your response

Districts across the state would be welcome to visit our district once the Chagrin Institute for Innovation, Collaboration, and Entrepreneurship is fully implemented. Additionally, colleges/universities across the state of Ohio are already responding to the new needs for programming relative to Entrepreneurship. This includes the recent development of the following Entrepreneurship programs across Ohio: the The Center for Integrated Entrepreneurship at Hiram College, The Center for Entrepreneurship and Business Integration at Kent State, The Center for Entrepreneurship at Fisher College of Business at The Ohio State University, The Center for Entrepreneurship at Ohio University, The Center for Innovation and Growth at Baldwin Wallace University, The Center for Entrepreneurship at Lake Erie College, the College of Wooster Center for Entrepreneurship (E-Center), The Institute for Entrepreneurship at Miami University, and The Creativity and Leadership Project at Oberlin College. Furthermore, the Morgan-Kauffman Northeast Ohio Collegiate Entrepreneurship Program (NEOCEP) is a component of the Kauffman Campuses SM Initiative (KCI), which was launched in 2003 by the Ewing Marion Kauffman Foundation of Kansas City, Missouri. KCI is now breeding cross-campus entrepreneurship education on 19 higher education campuses across the country. KCI colleges and universities weave entrepreneurship into the fabric of the institution and work to develop the entrepreneurial mindset in students and faculty from all disciplines. The Entrepreneurship programs at Oberlin College, Baldwin Wallace University, Hiram College, Lake Erie College and the College of Wooster are all a part of NEOCEP. This means that our model of growing 7-12 programming to lead into Entrepreneurship and foster heightened College and Career Readiness could be replicated across the state. Schools or districts could determine whether they wish to embed a more interdisciplinary approach to entrepreneurship or a pathway that is more closely connected to business programming and select from the aforementioned schools. They could then partner with the college or university to not only grow secondary programming, but also to develop Dual Credit coursework to expand PSEOP participation and collaboratively identify or create contests and competitions to engage students in this learning. Our district team and partners would be more than happy to present at any state level conferences about our process. JumpStart, Inc. would also be interested in growing opportunities within districts across northern Ohio and could serve as a resource to connect districts with supports across the state.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I Agree and Accept Robert Hunt Superintendent, Chagrin Falls Exempted Village School District April 17, 2014



Consortium

Chagrin Falls Exempted Village (045286) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

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

Partnerships

Chagrin Falls Exempted Village (045286) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Kay	Molkentin	330-569-5256	MolkentinKF@hiram.edu	Hiram College	063768	PO Box 67, Hiram, OH, 44234-0067	
James	Bader	216-368-5289	jxb14@case.edu	Case Western Reserve Univ	063628	10900 Euclid Ave, Cleveland, OH, 44106-1712	
Cathy	Belk	216-363-3400	cathy.belk@jumpstartinc.org	JumpStart, Inc.		6701 Carnegie Avenue, Suite 100, , Cleveland , OH , 44103	

Implementation Team

Chagrin Falls Exempted Village (045286) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
James	Bader	Executive Director, Leonard Gelfand STEM Center at Case Western Reserve University	Dr. Bader will work with the Chagrin Institute for Innovation, Collaboration, and Entrepreneurship project grant manage (Rebecca Quinn) and the district's Director of Strategic Initiatives to plan and execute the renovations to the existing portion of the 7-12 Chagrin Falls campus which will become the I.C.E. Fabrication Lab. He will also work with Rebecca Quinn to plan and implement teacher training on integration of STEM learning into our Math, Technology, and Science courses, through use of the I.C.E. Fabrication Lab and training of K-6 teachers and summer program teachers on STEM integration.	Jim Bader is the executive director of the Leonard Gelfand STEM Center at Case Western Reserve University. In this capacity, he has overall strategic and operational responsibility for the Center's staff, programs, and execution of its mission. Through the work of the Center, he draws upon the expertise of faculty, staff, and students in the College of Arts and Sciences and the Case School of Engineering to design and implement exemplary and high impact precollege STEM initiatives that increase the number and diversity of students pursuing study in the STEM disciplines at Case Western Reserve University and elsewhere. He serves as a primary resource for faculty and other internal constituents on precollege STEM programming and is the key point of contact for partnership with external constituents interested in precollege STEM expertise and programs at CWRU. Prior to his current appointment, Jim was a full time lecturer in the Department of Biology at CWRU where he taught courses in introductory biology, aquatic biology, ecology, and microbiology. He also served as director of the Center for Science and Mathematics Education where he was the principal investigator for the Gelfand Science and Engineering Fair program and the NSF-funded Science in the Circle program. He also served as co-principal investigator for the CWRU-Fisk Noyce Scholarship program, and the Cleveland Mathematics and Science Partnership and Partnering for Success programs. Jim is a Certified Lead Reviewer for the NSTA Science Program	Dr. Bader has implemented the following outreach programs at Gelfand: Engineering Challenges Carnival - National Engineers Week at Case Western Reserve University kicks off with the Engineering Challenges Carnival. The Carnival includes science and engineering demonstrations and challenges participants with hands-on games and activities. Environmental Heroes. A partnership among the Center, CWRU faculty, staff scientists at the Cleveland Metroparks, and local middle and high school students, the Environmental Heroes program is a year-round after-school program designed to fully engage students in research experiences that address authentic environmental and ecological issues in the Metroparks. Gelfand Science and Engineering Fair Program - program is designed to broaden participation in science fairs and raise the quality of projects. Gelfand Fellows are selected CWRU students who prepare the next generation of scientists and engineers by mentoring middle and high school students as they develop, plan, implement, and present science fair projects. Learn, Protect, and Stay. LPS is a 3-course professional development program for the Cleveland Metropolitan School District's K-5 teachers that is aligned with the Next Gen. Science Standards and the district's scope and sequence. It includes curriculum development, performance-based assessment and a place-based philosophy. National Additive Manufacturing Innovation Institute. The Gelfand STEM Center at CWRU is collaborating with faculty in the Case School of Engineering and the Leonard Gelfand Center for Service Learning and Outreach at Carnegie Mellon University to provide	

				Improvement Review program, an American Society for Microbiology Biology Scholar, and a Science Faculty with Education Specialty. He has been recognized for his undergraduate teaching on several occasions and is the 2011 recipient of the J. Bruce Jackson, M.D. Award for Excellence in Undergraduate Mentoring.	educational outreach to the K-12 community around the topic of additive manufacturing. Shipwreck Camp. In collaboration with the Cleveland Lakefront State Park (ODNR) and the Cuyahoga County Public Library, Cleveland youth ages 12 -15 engage in a 2 week summer field science and exploration experience in search of shipwrecks.
Kay	Molkentin	Director of the Center for Integrated Entrepreneurship at Hiram College	She will work with the Chagrin Institute for Innovation, Collaboration, and Entrepreneurship project grant manager (Rebecca Quinn) and the identified Chagrin Falls School District teacher to develop the 7-12 I.C.E. programming, grow the Dual Credit Entrepreneurship courses (to be offered on the Chagrin Falls 7-12 campus via PSEOP), and to plan and facilitate teacher training on cross-curricular integration of I.C.E.-related principles. She will also work with Rebecca Quinn and Cathy Belk from JumpStart, Inc. to identify additional Entrepreneurship-related student projects, competitions, and contests, create feedback panel protocols to use in student project evaluation, and to create an I.C.E. Student Resource Guide that may be used to support I.C.E.-related internships, mentorships, speaking engagements, panels, etc.	Kay Molkentin is Director of the Center for Integrated Entrepreneurship at Hiram College. The Center offers state of the art curriculum, facilities and programs dedicated to integrating the concepts of entrepreneurship into the liberal arts through curricular and extra-curricular activities. Kay is responsible for the administrative and co-curricular activities of the Center, including two annual idea competitions, student-run ventures, Fireside Chats, Entrepreneurship Residential Learning Community, E-Network, faculty development workshops, and community outreach. Kay represents Hiram College on Entrepreneurship Education Consortium's (EEC) Board of Directors, currently serving as its President, is a member of United States Association of Small Business and Entrepreneurship (USASBE) since 2010, and a member of the Global Consortium of Entrepreneurship Centers (GCEC). Kay is a seasoned development professional with over 18 years of corporate and foundation development experience. She served four years as the Director of Corporate, Foundation and Government Relations at Hiram College, Director of Development at the Hanna Perkins Center for Child Development, Director of Program Development at Case Western Reserve University, and Director of Development for the Cleveland Heights-University Heights School District. Before getting into development, Kay was a	Kay Molkentin has had the following related experience: Director, Center for the Integrated Entrepreneurship Hiram College August 2009 - Present (4 years 9 months) Burton D. Morgan Entrepreneurship Center President Entrepreneurship Education Consortium April 2013 - Present (1 year 1 month) Northeast Ohio Director Entrepreneurship Education Consortium 2010 - Present (4 years) Director, Corporate, Foundation & Government Relations Hiram College November 2005 - August 2009 (3 years 10 months) (Open) 1 recommendation - Katie Callahan Major Gifts Officer at Notre Dame College Kay Molkentin first impressed me with her remarkable ability to raise significant money in her role as Director of Corporate and Foundations. Her abilities and knowledge in this field resulted in the largest gift to date that Hiram College has ever... View Director of Development Hanna Perkins Center for Child Development 2004 - 2005 (1 year) Cleveland, OH DIRECTOR OF PROGRAM DEVELOPMENT, CORPORATE & FOUNDATION RELATIONS Case Western Reserve University 2000 - 2004 (4 years) Cleveland, OH DEVELOPMENT COORDINATOR / ALUMNI ASSOCIATION EXECUTIVE DIRECTOR Cleveland Heights-University Heights School District 1995 - 2000 (5 years) Cleveland, OH DEPARTMENT ADMINISTRATOR, FOUNDATION RELATIONS Case Western Reserve University 1991 - 1995 (4 years) Cleveland/Akron, Ohio Area RESEARCH ASSISTANT II,

				<p>research assistant in Case's Cancer Center and the Ireland Cancer Center of University Hospital. She is co-authored on several research articles.</p> <p>Specialties: Higher Education Administration, Entrepreneurship and the Liberal Arts, Curriculum Development, Strategy Development and Planning, Product/Program Development, Marketing/Market Development, Budget Resource Planning/Allocation, Market Research/ Analysis, Best Practices Development & Implementation, Prospect Research/Management, Proposal Development and Writing, Program/Project Stewardship.</p>	<p>DEPARTMENT OF MEDICINE, IRELAND CANCER CENTER Case Western Reserve University 1987 - 1991 (4 years) Cleveland/Akron, Ohio Area</p>
Cathy	Belk	Chief Operating Officer at JumpStart Inc.	<p>Cathy Belk at JumpStart, Inc. will work with the Chagrin Institute for Innovation, Collaboration, and Entrepreneurship project grant manager (Rebecca Quinn) and the project identified consultant, Kay Molkentin (from Hiram College) to identify additional Entrepreneurship-related student projects, competitions, and contests, create feedback panel protocols to use in student project evaluation, and to create an I.C.E. Student Resource Guide that may be used to support I.C.E.-related internships, mentorships, speaking engagements, panels, etc.</p>	<p>Chief Operating Officer JumpStart Inc. December 2012 - Present (1 year 5 months) Cleveland/Akron, Ohio Area</p> <p>Chief Relationship Officer JumpStart, Inc. September 2008 - Present (5 years 8 months)</p> <p>Director, Product Management and Marketing American Greetings March 2004 - September 2008 (4 years 7 months)</p> <p>Senior Innovation Manager The Coca-Cola Company January 2001 - March 2004 (3 years 3 months)</p> <p>Brand Manager The Coca-Cola Company September 1998 - March 2004 (5 years 7 months)</p> <p>Brand Management Intern Procter & Gamble 1997 - 1997 (less than a year)</p> <p>Commercial Lender Bank of America June 1990 - July 1996 (6 years 2 months)</p>	<p>Through her work, JumpStart, Inc. has found great success as a nonprofit venture development organization committed to accelerating entrepreneurial successes, supporting innovative ventures that have the potential to scale to make significant contributions to the regional economy by attracting investment capital and generating revenue, taxes and new jobs. Their created programs enable entrepreneurs with promising young firms like these to speed their company's growth. Under her leadership, JumpSart, Inc. provides intensive entrepreneurial development services-from investor and client introductions to recruiting assistance-to eligible entrepreneurial companies to help them overcome key challenges and achieve growth milestones. JumpStart also directly invests in early stage, high growth companies. These companies tend to be in the healthcare, cleantech (advanced materials and advanced energy) and information technology industries. They operate in global markets, possess protectable ideas and the desire to attract outside funding. Under her guidance, JumpStart has assembled tools for entrepreneurs, including an executive summary template, a</p>

					<p>guide to forming an advisory board and an investor pitch deck template, as well as other educational and informational resources. They host, sponsor, promote and support numerous educational and networking events for entrepreneurs throughout the year, including recent participation in the 2014 Northeast Ohio Entrepreneur Expo April 7th at the Cleveland Museum of Art and work and current participation in "Get Connected!"-a 2-week celebration of diverse entrepreneurs, emerging industries and the communities that support them-runs from April 7- April 18, 2014, featuring an afternoon-long entrepreneur expo, a 1-day female entrepreneur summit, a 54-hour entrepreneurial competition and a week-long tech initiative and ongoing work with the Blackstone LaunchPad and the K-12 Hawken School Entrepreneurship Program.</p>
Rebecca	Quinn	Director of Curriculum, K-12	<p>Rebecca Quinn will provide oversight of the Chagrin Institute for Innovation, Collaboration, and Entrepreneurship grant project. She will work with the district's Director of Technology and the district's Director of Strategic Initiatives to plan and implement purchase of project-funded technology. She will work with the district's Director of Technology and the 6th grade teachers who recently received the OETC Best Ed Tech "Best 1:1 Program" award in January 2014 to plan and implement training of 9-12 teachers and students on effective Chromebook use. She will work with the district's Director of Strategic Initiatives and Dr. Jim Bader from CWRU's Gelfand STEM Center to plan and execute the renovations to the existing portion of the 7-12 Chagrin Falls campus which will</p>	<p>Masters in Educational Leadership - Saint Joseph's University, Philadelphia, PA Bachelors in Elementary with Gifted Education - Kent State University, Kent, OH ODE Current Licensure: Superintendent's License Principal License Gifted Endorsement K-12</p>	<p>Rebecca has taught Science and Social Studies at the middle school level and K-8 Gifted students. Additionally, she has been a school district administrator in the following roles, since 2001: Rock Hill School District Three (Rock Hill, SC):Served as the Saluda Trail Middle School Assistant Principal Cleveland Heights/University Heights Public Schools:Served as Gifted Coordinator, K-12 (5 years) Served as Director of Gifted/Enrichment, Arts and Middle Level Education (1 year) Knowledgeworks grant recipient, Ohio Department of Education Gifted Education Javit's Project grant writer/manager, Jennings Foundation grant writer and manager Willoughby-Eastlake City Schools:Served as Director of Curriculum, K-12 (3 years) Jennings Foundation grant writer and manager Race to the Top grant writer/manager, Title IIA grant fund manager Chagrin Falls Exempted Village Schools: Serve as current Director of Curriculum and Gifted Coordinator, K-12 (in 1st year) Race to the Top grant manager, applied for iLearnOhio eTech Textbook Grant (awaiting notice of receipt of award)</p>

			<p>become the I.C.E. Fabrication Lab. She will also work with Dr. Jim Bader to plan and implement teacher training on integration of STEM learning into our Math, Technology, and Science courses, through use of the I.C.E. Fabrication Lab and training of K-6 teachers and summer program teachers on STEM integration. She will work with the Kay Molquentin, the Director of the Center for Entrepreneurial Studies at Hiram College and the identified district teacher to develop the 7-12 I.C.E. programming, grow the Dual Credit Entrepreneurship courses (to be offered on our campus via PSEOP), and to plan and facilitate teacher training on cross-curricular integration of I.C.E.-related principles. She will also work with Cathy Belk at JumpStart, Inc. to identify additional Entrepreneurship-related student projects, competitions, and contests, create feedback panel protocols to use in student project evaluation, and to create an I.C.E. Student Resource Guide that may be used to support I.C.E.-related internships, mentorships, speaking engagements, panels, etc.</p>			
Christopher	Woofter	Director of Strategic Initiatives	<p>Christopher will work with the district's Director of Technology and the district's Director of Curriculum to plan and implement purchase of project-funded technology. He will work with the district's Director of Curriculum and Dr. Jim Bader from</p>	<p>Christopher holds a Master's degree in Education Administration and a Bachelor's degree in Elementary Education from University of Akron. He has completed the School Improvement Program at Yale University and continues to pursue ongoing education through seminars and workshops.</p>	<p>Christopher Woofter currently is the Director of Operations and Strategic Initiatives. This is a new role for the district that encompasses the responsibility of daily operations under Food Services, Transportation, Custodial, Grounds, and Maintenance. Additionally this role includes Employment, Human Resources, Strategic</p>	

			<p>CWRU's Gelfand STEM Center to plan and execute the renovations to the existing portion of the 7-12 Chagrin Falls campus which will become the I.C.E. Fabrication Lab.</p>		<p>Planning and coordination of the new Ohio Teacher Evaluation System. Mr. Woofter served as the principal of the Chagrin Falls Intermediate School for two school years from 2011 - 2013. Prior to that, he served as an administrator in Nardon City Schools. In total he has fourteen years of administrative experience at the building level. In the role of principal, Mr. Woofter served on many projects and initiatives involving school planning with school based teams. In addition, Christopher has served as an Adjunct Professor for The University of Akron for Project GRAD, a special learning initiative funded by the Bill and Melinda Gates foundation as well as recently teaching graduate classes for prospective principals. Mr. Woofter has presented at the Capitol Conference for the Ohio School Board Association on district technology implementation. He currently participates on the district Professional Development Committee helping to plan and evaluate professional development within the Chagrin Schools as well as leading with the district Technology Committee. Mr. Woofter has served as World Language Committee Chair and attended the National Chinese Language Conference in Washington D.C. He has also traveled to China in partnership with Chagrin's sister school; Huipu Education Group. This past year, Mr. Woofter was selected by the United States Department of Education to serve as federal grant evaluator for Race to the Top grant reviews.</p>	
Michael	Daugherty	Director of Technology	<p>Michael Daugherty will work with the district's Director of Curriculum and the district's Director of Strategic Initiatives to plan and implement purchase of project-funded technology. He will work with the district's Director of Curriculum and the 6th grade teachers who recently received the OETC Best Ed Tech "Best 1:1 Program" award in</p>	<p>Michael received the #BestEdTech Technology Coordinator Innovator Award from OETC in January 2014. The #BestEdTech Awards were established to recognize the educational technology innovations of schools, colleges, programs, teachers, administrators, students and tech coordinators from around the state, particularly on social media. Michael and the 6th grade teacher team won this award this year for their successful</p>	<p>Directory of Technology & Information Systems Chagrin Falls Exempted Village Schools July 2013 - Present (10 months) Chagrin Falls, OH Director, Education Smart Solutions April 2008 - June 2013 (5 years 3 months) Served as Director of Technology for several school districts and charter networks in Northeast Ohio. Maximized his over 15 years of experience working with educational institutions on visioning, planning, budgeting, and implementing a wide variety of large-scale IT projects.</p>	

January 2014 to plan and implement training of 9-12 teachers and students on effective Chromebook use.

implementation of a Google 1:1 Collaborative Environment this school year. These Awards were distributed by Ohio Board of Regents Assistant Deputy Chancellor of Educational Technology. He has a Bachelors degree from Kent State University and the following Tech-related Certifications: MSCE - Windows NT Server 4.0 Microsoft January 1999 - Present MCSE - Windows Server 2000 Microsoft March 2001 - Present MCSE - Windows Server 2003 Microsoft June 2005 - Present MCITP - Windows Sever 2008 Microsoft June 2009 - Present

These projects include rollouts of Google Apps for Education, designing and implementing wireless networks, email migrations, and bring your own device initiatives. I have been instrumental in the implementation of 1:1 programs at several schools and has vast knowledge in this area. Network Admin / Consultant Chagrin Falls School February 2007 - June 2013 (6 years 5 months) Served as Director of Technology for the school district, working directly with the district administration to move technology forward in the district. Chief Technical Officer / Co-Owner The Edge Network Consulting Group February 2007 - April 2008 (1 year 3 months) Cuyahoga Falls Michael formed the Edge Network with two other individuals in February, 2007. Their main focus was to create an affordable solution for school districts to reduce their IT department costs through managed services while maintaining access to all the resources that a successful IT department requires. Network Administrator - Nordon Hills City Schools December 2001 - July 2007 (5 years 8 months) Michael was responsible for administration and efficient daily operation of the school's network and server farm. He developed strategies to decrease work order completion times by deploying desktop management software and group policy restrictions. He collaborated with Technology Director on setting a direction for the district and implemented a five year technology refresh plan. He organized professional development classes for faculty and staff.

