### Budget

Cuyahoga Valley Career Center (050922) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (186)

#### U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

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**Adjusted Allocation** | 0.00

**Remaining** | -932,500.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

### A) APPLICANT INFORMATION - General Information

1. **Project Title:**
   Empowering Future Change Agents

2. **Executive summary:** Please limit your responses to no more than three sentences.
   
   There are major financial and educational benefits to energy conservation and development of a sustainability mindset. This program will develop a curriculum to address these issues from an instructional standpoint while, at the same time, offset the cost of HVAC upgrades to more efficient units. Students enrolled in a career technical HVAC program will learn to evaluate and analyze the decreased energy consumption and transfer their knowledge to their associate school 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.*

3. **Total Students Impacted:**
   5500

   *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:**

   - Pre-K Special Education
   - Kindergarten
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6
   - 7
   - 8
   - 9
   - 10
   - 11
   - 12

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

   **First Name, last Name of contact for lead applicant**
   Celena Roebuck

   **Organizational name of lead applicant**
   Cuyahoga Valley Career Center

   **Address of lead applicant**
   8001 Brecksville Road, Brecksville, OH 44141

   **Phone Number of lead applicant**
   440.838.8920

   **Email Address of lead applicant**
   croebuck@cvccworks.edu

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
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

Peter Wehner, former Deputy Assistant to President G.W. Bush and Director of the White House Office of Strategic Initiatives and Senior Fellow at the Ethics and Public Policy Center writes, "The world is getting warmer. The warming is almost certainly caused, at least in large part, by human activity. And rising temperatures could pose a future risk, though how significant of a risk is open to interpretation." Scientists' understanding of certain components of climate change is incomplete, as they are just now starting to quantify the potential negative impacts of climate change. As the impact becomes clearer, it is likely that more time and money will be devoted to global solutions. Those solutions may be political and global in scope beyond what individuals can influence directly. In the meantime, individuals can make small steps in their daily living to reduce energy consumption with little or no inconvenience. In addition to the compelling environmental reasons, there are major financial and educational benefits to energy conservation.

The financial savings available from energy conservation is the easiest benefit to quantify by simply comparing utility consumption before and after energy retrofits. Even before installing equipment, it is possible to project energy savings using standard engineering equations, and then verify the savings after the installation. Reducing energy consumption is possible by making small steps with little or no inconvenience. Combining behavior changes with an energy efficiency program will produce even more long-term energy reductions and operational cost savings. One of the main themes of energy conservation is that everyone has an important role at home, school, and the workplace. These roles can be identified through educational programs that provide a balance between theory and practical application. Students can adopt these roles through "problem based learning" (PBL), an approach which allows the students to study and analyze particular situations and search for alternative answers, and then provide the best solution. Energy conservation education can be easily adapted into a problem-based learning model. PBL is an educational process in which students investigate and solve an open-ended, authentic problem. Students engage in hands-on learning as they seek answers to real-world problems, thus developing skills and strategies to help them succeed in real life. PBL facilitates active learning across disciplines and helps students connect and apply knowledge as they take ownership of solving the problem. The benefits of problem-based learning include increased motivation, relevant learning, and authentic problem-solving experiences. Cuyahoga Valley Career Center (CVCC) will partner with the Energy Instruction Group (EIG) to decrease energy consumption and costs, and increase students' real-world understanding of building sustainability practices. EIG will use a Certified Energy Manager, Certified Lighting Efficiency Professional, Certified Building Commissioning Professional, a LEED Accredited Professional, and teachers to work with CVCC school staff and students to develop learning materials and the associated skill sets for students to reduce energy while developing a sustainable, environmentally friendly environment. The core group of students being educated will be those in the Heating, Ventilation, and Air Conditioning career technical program. Through education and motivation, the program will help students and staff move from a general awareness to specific action for today and in their future careers. The instructional plan will create a train-the-trainer model, whereby the students in the HVAC program will be able to lead sustainability efforts and education within each of their home districts. The program will drive: - core skills including data acquisition and analysis within the framework of sustainability, - student development of a vision that impacts their futures beyond the classroom, - a Career path directly into the growth industry of energy conservation, - a Straighforward connection to college programs such as the National Wildlife Federation & Association for the Advancement of Sustainability in Higher Education. Integrated within the instructional program described above, CVCC will also replace 10 aging single zone and multi-zone HVAC units at the school. The replacement of these units will be incorporated into the HVAC and sustainability program instruction in the following ways: - Students will participate in the replacement of the rooftop units, which is part of their core CTE curriculum - Students will evaluate energy consumption and associated costs through a comparison analysis of natural gas and electrical statements for like months of temperature and building occupancy.

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.)

The Career Field Technical Content Standards for Construction contain several learning outcomes in the areas of sustainability, beliefs on the global environment, and energy auditing. There is also a focus on collaboration and problem solving, contextualized learning, and the successful transfer of knowledge and skills across pathways. Students are assessed on their mastery of this content at the completion of their program via a required statewide assessment (Webexam). The curriculum developed through this program expects to demonstrate increased student achievement specifically on the construction outcomes of 1.1.7, 1.2.5, 1.2.9, 1.5.1, 1.5.8, 1.8.10, 1.11.8, 5.4.1, 5.4.2, 5.4.3, 6.2.12, 6.3.6, 7.2.6, 7.4.1, and 7.5.8.

- 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
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 centers, 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.

932,500.00 State the total project cost.
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...

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.

No

The purchase of the instructional component from EIG includes a five-year agreement to provide instructional supplies and support. Following the five-year period, instructor professional development for this project will have concluded and the minimal supply costs are covered by the existing high school budget. The roof top HVAC units will actually result in a cost savings, due to increased unit efficiency and decreased maintenance costs.

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.

151,780.00 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 why.

The five-year operating budget of the district calls for the replacement of ten rooftop HVAC units. Replacement costs for each unit range from $50,000 to $100,000. Total Capital Outlay reduction in expenditures will be $712,000. Savings in the area of Purchased Services will come from the reduction of maintenance costs for maintaining old roof top HVAC units. Additional purchased services savings will be gained from the reduction of electric and natural gas expenditures due to efficiency from the new units and the ability to schedule the use of the new units to a more efficient time frame. These savings are in the range of $8,000 to $9,000 annually, for a total savings of $46,898.

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 purchase of the instructional component from EIG includes a five-year agreement to provide instructional supplies and support. Following the five-year period, instructor professional development for this project will have concluded and the minimal supply costs are covered by the existing high school budget. The roof top HVAC units will actually result in a cost savings, due to increased unit efficiency and decreased maintenance costs.
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 May, 2014 - August, 2014

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

- May, 2014: meet with program instructors to review current technical content standards and identify alignment of existing technical standards with the sustainability components. Communicate the identified standards to the curriculum writing team - May - July, 2014: Curriculum writing by vendor - June - September, 2014: preparation of physical space for new HVAC units - July, 2014: Order supplies/instrumentation - July - August, 2014: In-service of instructor to new curriculum and equipment

* Anticipated barriers to successful completion of the planning phase

With a spending timeline that begins July 1, it will be a rush to make the necessary structural improvements to be ready for the opening of fall session. Non-expense items will need to occur prior to the substantial approval date and all requisitions and purchase orders will need to be prepared so that work flow can begin immediately following the expenditure date.

18. Implementation - Process to achieve project goals

* Date Range August, 2014 - June, 2019

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

- Professional Development of HVAC instructor and implementation of sustainability curriculum, full implementation by June 2015, with ongoing professional development through June 2019 - Student presentations, demonstrations, and peer training in sustainability practices. This will occur in their associate high schools. - Installation of roof top HVAC units: 3 in FY15, 2 in FY16, 1 in FY17, 2 in FY18, and 2 in FY19.

* Anticipated barriers to successful completion of the implementation phase

- The comfort level of the instructor teaching new content. Also a possible poor reception of associate high school administration and staff to allow for student presentations.

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

* Date Range June, 2015 - June, 2019

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

- All career technical students are required to take end-of-course exams for each course within their program (Webxam). A summative measure can be taken each year at the completion of the course through item analysis of the students’ Webxam performance (Goal 1). - Comparison of natural gas and electricity expenditures for the grant period of FY15 - FY19 (Goal 2).

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

- A multitude of factors impact student assessment performance. Also, since this is a comparison of different groups of students each year, a true longitudinal measure cannot be obtained. Unexpected increases in the price of natural gas/electricity may result in less than expected savings. However, reduced usage should be evident regardless of cost.

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 current HVAC curriculum contains components of sustainability, global awareness, and energy auditing. This Problem-Based Learning model with increase students achievement in these areas on state mandated end-of-course assessments. Due to the real-world nature of the project, it is also expected that students will develop an increased awareness of global climate change issues and improved sustainability habits and practices. The train-the-trainer approach, which will send students back to their associate high schools to make presentations, will lead to an exponential change of attitude amongst the students in those eight high schools. These students will also be
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.


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.

**Internal Evaluator:** Joseph Dannemiller, Executive Director Cuyahoga Valley Career Center 8001 Brecksville Rd. Brecksville, OH 44141
440.746.8320 **External Evaluator:** Ted Howell, President Energy Instruction Group 2918 Rose Mallow Court Stow, OH 44224 330-677-2223

* 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).

Analysis of energy consumption and energy expenditure will be ongoing and occur on a monthly basis throughout the grant period. Students will receive instruction on interpretation of monthly energy bills as they relate to consumption and costs. Student achievement will be evaluated on an annual basis through comparison of prior years' performance on the student Webxam. Data is received electronically from ODE following test completion.

* 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.

The project includes a five-year agreement for program support and teacher professional development. If desired outcomes are not met, professional development time will be increased and curriculum will be reevaluated and/or adjusted to meet the needs of the students.

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.

The two goals of the project are increased student achievement, and decreased purchased service and capital outlay expenditures. The decreased capital outlay is a definitive measure that will not continue beyond the grant period. The reduction in purchased service (utility costs), will continue for an indefinite period of time, as the efficiency that is gained over the replaced HVAC units will continue. The goal of increased student achievement will also continue past the grant period. The development of new curriculum, the alteration of instructional modalities, and resulting attitudinal changes will not end just because the grant period has. Student achievement will continue to improve as the instructional process is perfected.

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

100% passage rate on the ODE Mechanical, Electrical and Plumbing - 27MC - Webxam by FY19

* Spending Reduction in the five-year fiscal forecast

Reduction in capital outlay expenditures for each of the five years as follows: FY16 - $155,000; FY17 - $104,000; FY18 - $101,000; FY19 - $162,000; FY20 - $190,000

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

This curriculum, once developed, will be shared with career technical education programs across the state. This will occur through sharing of best practices at the Ohio Association for Career Technical Education summer conference, as well as through the professional organizations of the Ohio Career Technical Administrators organization and the Ohio Technical and Industrial Education Supervisors Association. Curriculum development and initial implementation will take the greatest amount of time. Once completed, replication within additional districts will be relatively simple and low cost.

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).
No consortium contacts added yet. Please add a new consortium contact using the form below.
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<td>Howell</td>
<td>330-677-2223</td>
<td><a href="mailto:thowell@energyinstruction.com">thowell@energyinstruction.com</a></td>
<td>Energy Instruction Group</td>
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<td>2918 Rose Mallow Court, , Stow, OH, 44224</td>
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<tr>
<td>Brian</td>
<td>Wagner</td>
<td>330.659.5082</td>
<td><a href="mailto:bwagner@ccgenergysolutions.com">bwagner@ccgenergysolutions.com</a></td>
<td>CCG Energy Solutions</td>
<td></td>
<td>3868 Congress Parkway, , Richfield, OH, 44286</td>
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<td>Joseph</td>
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<td>Executive Director</td>
<td>Grant Manager, Curriculum Director</td>
<td>Superintendent and Principal licensure M.S. Ed. Secondary Education B.S. Biology</td>
<td>Fourteen year educator, with seven years of administrative and grant management experience. Experience managing local, state, federal, and private grants. Recent grants of note include: - Carl D Perkins Secondary and Adult Education grant, $380,000+ - Project Lead-The-Way, $10,000 - Lowes/SkillsUSA, $10,000</td>
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<td>Brian</td>
<td>Wagner</td>
<td>President, CCG Energy Solutions</td>
<td>Consultant, HVAC automation and reducing energy use to improve efficiency benefit all of us in the long run. To this end, sustainability and ecological impact are considerations of every plan and service offered by CCG Automation.</td>
<td>Brian is an HVAC/Control expert and proud president of award-winning CCG Automation, Inc. and CCG Energy Solutions, Inc. With over 30 years of hands-on industry experience as an HVAC technician, control engineer, programmer, project engineer, project manager and owners representative he has a comprehensive view of the control industry.</td>
<td>CCG is a dynamically progressive company offering improved building comfort and increased cost-saving solutions with superior service in building automation and temperature control. We have successfully provided cost-effective solutions to a variety of customers in a range of markets from schools and institutions to commercial and industrial properties. With the proper resources and technical expertise, CCG can assure successful implementation of your energy saving needs.</td>
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<td>Ted</td>
<td>Howell</td>
<td>President, Energy Instruction Group</td>
<td>Partner, provider of instructional content and teacher professional development</td>
<td>Bachelor of Science in Mechanical Engineering &amp; Supervisory Management from Purdue University. He is a Certified Energy Manager, Certified Building Commissioning Professional, Certified Lighting Efficiency Professional and a Leadership in Energy &amp; Environmental Design Accredited Professional.</td>
<td>Ted Howell, an engineer and educator who spent years working with energy service companies developing energy programs for hundreds of schools, colleges, and state and local governments. However, the area never effectively addressed by the ESCO’s was the clients’ involvement in energy conservation. Because of this need, “the people side of energy conservation” has become the backbone of Energy Instruction Group today. EIG helps institutions make significant reduction in operating costs through a variety of energy conservation programs with little or no capital expenditures.</td>
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<td>Matt</td>
<td>Schoeffler</td>
<td>HVAC Instructor</td>
<td>HVAC Instructor implementing new concepts and techniques in partnership with EIG.</td>
<td>Asbestos Worker Training for Emergency Response Firestop Training Levels 1 &amp; 2 through Specified Technologies, Inc. EPA certified removal and recovery of Chlorofluorocarbon at Universal LevelESCO Group CFC Certification Proctor</td>
<td>Eleven years as an HVAC/R mechanic for a major Cleveland hospital system. Two years experience as an HVAC instructor at CVCC</td>
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