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<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
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<td>226,432.20</td>
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Adjusted Allocation: 0.00
Remaining: -417,857.71
Please respond to the prompts or questions in the areas listed below in a narrative form.

**A) APPLICANT INFORMATION - General Information**

1. **Project Title:**
   Westfall Entrepreneurial Academy

2. **Executive summary:** Please limit your responses to no more than three sentences.
   This project leverages local economic development resources to target underserved and challenging populations (i.e. gifted, special needs, and/or economically disadvantaged) for academic growth and college/career readiness through the development of entrepreneurship skills. By building on partnerships with Ohio Christian University, Pickaway-Ross Career Technical Center, Pickaway County Educational Service Center, and the Pickaway Progress Partnership (P3), we are able to bring more business technology resources to the classroom. The school based businesses such as the Westfall Business Academy, Ink as well as the FFA Supervised Agricultural Experience would become part of the Pickaway Progress Partnership network and the business innovation incubator at Ohio Christian University.

   *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:**
   193

   *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:**

<table>
<thead>
<tr>
<th>Grade Level</th>
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<tbody>
<tr>
<td>Pre-K Special Education</td>
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<tr>
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5. **Lead applicant primary contact:** - Provide the following information:

   First Name, last Name of contact for lead applicant
   Cara S. Riddle

   Organizational name of lead applicant
   Westfall Local Schools

   Address of lead applicant
   19463 Pherson Pike, Williamsport, Ohio 43164

   Phone Number of lead applicant
   740-986-8800

   Email Address of lead applicant
   criddel@westfallschools.com

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
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 Westfall Local School District is located 30 miles south of Columbus, Ohio in the fertile farmland of Pickaway County. The district covers approximately 200 square miles in a highly agricultural and rural area. While in many ways, this is a benefit for the students who attend Westfall, it can also be challenging for our schools to provide 21st Century Skills in an area that is geographically isolated. In our portion of the county, the internet is accessible to many families only through dial up services. This is one of the many reasons that Westfall has become the educational hub of the community, because we are able to offer the high speed internet access that is not available in most homes. In addition to the geographic challenges of the Westfall area, our high school suffered from severe funding shortages at the end of the 2008-2009 school year. At that time, a number of courses offering applied learning experiences were eliminated. Since then, business courses have been taught in isolation and our agricultural science programs have offered the only project based learning opportunities in our high school program outside of band and art. We have also found it challenging to provide programs that transition special needs students to the workforce as transportation to off-site employment opportunities can create an obstacle to these real world experiences. For our gifted students, we have had little to offer in order to develop the much needed technology skills for those who are college or career bound.

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

The Pickaway County Schools are in a unique position. Locally, there has been a great deal of collaboration among public and private entities toward the economic development of this highly agricultural area. First, our community benefits from an economic development group called Pickaway Progress Partnership (P3). This group works to deliver a seamless network of economic development services and value-added programs to existing businesses, local government, and prospective companies throughout Pickaway County. In addition, the Ohio Christian University is one of the largest PSEO providers in the state of Ohio. Recently, OCU was awarded a $2.5 million competitive grant to develop a business incubator. Westfall Local School District seeks to implement a secondary level entrepreneurial program through an on-site business academy, expansion of the Supervised Agricultural Experience resources, and a secondary level business incubator opportunity. The first major component of the Westfall Entrepreneurial Academy is the Westfall Business Academy Ink. This Business Academy is based on a similar curriculum currently being implemented at Dublin Jerome High School. This district has partnered with Tolles Career and Technical Center to develop a student-driven business academy. While the Dublin Business Academy (DBA) is based on a screen printing business, the WBA, Ink would be based on a managed print service business through a partnership with the Gordon Flesch Company. The second major component of the Westfall Entrepreneurial Academy is the expansion of resources for the current agriculture education satellite program supported through Pickaway-Ross Career and Technology Center. This unit has received multiple grants through Monsanto to provide the resources for hydroponic gardening. We envision an expansion of this existing program and a repurposing of our existing high school courtyard as an agricultural laboratory for growing foods in alignment with the farms to schools model so that our students would be able to develop durable businesses as part of the Ohio Fresh Foods Corridor. The third major component of the Westfall Entrepreneurial Academy is the secondary level business incubator that will be developed by Ohio Christian University. This is a six-week summer institute on the Ohio Christian University campus in which students develop durable businesses while earning college credit. This is modeled after the Future Farmers of America program known as the Supervised Agricultural Experience. This builds on an existing program and expands the opportunity to reach more students. All three components would align to serve the participating members of the Pickaway Progress Partnership (P3).

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 Westfall Entrepreneurial Academy proposal aims to increase student performance on three measures: - Increased graduation rates for both the 4 year cohort and 5 year cohort group, - Increased student performance measures in math and reading in grades 8-12, and - Increased "Hope" and "Engagement" scores among participating students. Graduation rates at Westfall High School have been increasing, but are not at acceptable rates. Currently, the 4-Year graduation rate is at 94% (109 students out of 116 students) and the 5-Year Graduation Rate is at 92.2% (119 out of 129 students). We believe that a more individualized program utilizing hands-on business experiences will help to improve student engagement by adding relevance to the existing course offerings, particularly for disadvantaged students who are more at risk for dropping out of school. Student achievement percentages in Mathematics, Reading and Writing give a false indication that our current programs are providing adequate instruction for all students as all indicators were met at the high school level. By analyzing the data, however, we find that Westfall is not closing the gap in Reading or Math Proficiency for the Economically Disadvantaged, White, and Special Needs populations. Westfall Local Schools earned zero subgroup points on Annual Measurable Objectives in both Reading and Math for a rating of F on the State Report Card. In addition, we find that approximately 10% of the student population qualifies as gifted, however, our
Performance Index shows that 0% of our students reached the level of Advanced Plus. This is an important indication that our offerings are not rigorous enough for students at any level within our District. Finally, we also intend to increase both Hope and Engagement scores as measured by the Student Experience Survey, a product of Battelle for Kids in collaboration with Gallup. During the 2013-2014 school year, we administered the Student Experience Survey at the elementary, middle, and high school levels. "Classroom Hope" measures "the ideas and energy students have for the future" and at Westfall High School only 45% of our students indicated that they Strongly Agree that Westfall meets this standard. "Classroom Engagement" measures "students’ involvement in and enthusiasm for learning" and at Westfall High School only 50% of our students indicated that they Strongly Agree that Westfall meets this standard. It is alarming to find that hope scores are this low in this close knit rural community only 30 minutes from the state capital as research indicates that hope is a better predictor of ongoing college enrollment and graduation than ACT scores" (Shane J. Lopez, Making Hope Happen). We believe that by expanding the successful agricultural education model found as part of the Future Farmers of America program at Westfall and by adding the new Westfall Business Academy, we have the opportunity to enhance rigor and relevance throughout the school year. Ohio Christian University would then extend that opportunity into the summer months with a six-week entrepreneurial leadership program as part of the new business incubator where students would earn college credit while developing their own business and/or Supervised Agricultural Experience. It is interesting to note that, according to research by the Global Entrepreneurship Monitor (GEM), that young entrepreneurs in all regions of the world perceive themselves, on average, to be more innovative than adults with respect to the extent which their product or service is new to some or all customers and where few or no other business offer the same product.

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.)

We anticipate spending reductions in two major areas. The first area for spending reduction is that of personnel and supplies in the food service area. Student workers would work as part of the food service team. In addition, food supplies can be purchased at a reduced cost through our school based hydroponic gardens and fresh foods agriculture laboratory. The second area for spending reduction is that of purchased services. Currently, there is not managed print service business located in Pickaway County. All area agencies such as schools, businesses, and non-profits organizations must send print projects to either Franklin County or Ross County for large and complicated projects. This adds the cost of shipping and handling to commercially-produced printed projects such as handbooks, newsletters, catalogs, postcards, and business cards.

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.)

Westfall has made gradual changes in the past two years in order to utilize a greater share of the resources in the classroom. First, we aligned the middle school and high school schedules so that middle school students would be able to walk next door to the high school for classes when appropriate. Second, we have realigned our business and our information technology courses in order to implement the Westfall Business Academy, Inc. The business teacher and the information technology teacher will work as a team for half of the day to implement the WBA curriculum that is based on the curriculum used at the Dublin Business Academy at Dublin Jerome High School. Participants would engage in real-world activities in the four primary components of the program: a) Sales, b) Marketing, c) Operations, and d) Production. Through the grant, we would be able to repurpose a large room once used as a metal shop to set up a managed print service business called WBA, Inc. Much like the program at Dublin Business Academy, we would provide a business service to the community at a reduced price. In addition, we would expand the resources available to the current agricultural science program by adding more hydroponic units and repurposing our existing high school courtyard into an outdoor agricultural laboratory. Currently, this courtyard space is not utilized and could be used as one more space where students of all abilities could work on student-driven agricultural businesses.

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.)

The Westfall Entrepreneurial Academy proposal initiates a shared service model that expands opportunities at Ohio Christian University’s Business Incubator and expands small business opportunities for high school students as modeled in the Future Farmers of America Supervised Agricultural Experience. As mentioned in the Executive Summary, the WBA, Inc and the Westfall FFA would be contributing members of the Pickaway Progress Partnership. The business incubator at Ohio Christian University was initially targeted to assist adults in the development of small businesses in Pickaway County and surrounding areas. A business incubator is not a new concept; however, Ohio Christian University is in a unique position as it is also one of the largest PSEO providers in the state of Ohio. By developing a secondary level version, we expand entrepreneurship development opportunities for all high school students throughout the county and surrounding areas. Post-Secondary Education Options have been recognized as an efficient and effective way of delivering services in a region. By utilizing the FFA Supervised Agricultural Experience model, we also expand a student's opportunity to develop a durable business. By developing this program at Ohio Christian University, it becomes sustainable as a part of the Business Incubator. The Westfall Entrepreneurial Academy will also provide goods and services to members of the Pickaway Progress Partnership (P3) as well as local schools and non-profit organizations. This becomes more sustainable as the WBA, Inc business will be supported through a partnership with the Gordon Flesch Company. WBA, Inc will be modeled after PrintEx services located in Ross County where the Gordon Flesch Company also acts as the supporting provider of copying machines. As part of the grant, we have also requested that Gordon Flesch provide technical support and professional development over the first year of the grant. The Gordon Flesch Company has already provided drawings and specifications for the development of the WBA, Inc managed print service space and would lease the copying machines for the WBA, Inc. Like any business, the pricing of the services and products will be based on the cost to provide these goods and services. (Note: The Gordon Flesch Company has already gone through the competitive bidding process. This company came in with the lowest bid per copy of $.0035 per click.) The WBA, Inc is a shared service that not only serves to create cost effective printing for schools, but also for businesses and non-profit organizations in Pickaway County and surrounding area. The Pickaway Progress Partnership (P3) network provides the framework and helps to establish Westfall as a shared service provider in our areas of expertise.

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

- New - never before implemented
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.

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.

417,857.71 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

There are three major instructional components to the Westfall Entrepreneurial Academy. The Westfall Business Academy incurs the greatest expense by refurbishing a space previously used as a metal shop to be utilized as a managed print service business. This is a good space to be remodeled, because of its proximity to existing electrical and network services. The estimated cost for suitable HVAC, electrical and network upgrades is $46,967.00 (purchased services). The leasing of the equipment from Gordon Flesch is another major expense which includes the lease of assorted copying and scanning machines (i.e. Canon Vario Print 110 B&W, Canon Image Runner Advance Color, Canon IPF765 MFP Dye Printer, Canon DR-3060C Scanner, and Sharp PN-L702 70" Class Aquos Board w/PC) along with 300 hours of onsite technical support and professional development from the Gordon Flesch Company. They have quoted this project at $3,404.87 for a 60 month lease totaling $204,292.20 (equipment). The Dell All-in-One OptiPlex 9020 AIO non-touch computers (10) are quoted at $1,214.00 each for a total of $12,140.00 (equipment). The software and licensing for LaserFiche Saas (36 units) and Quickbooks (25 Pack) has been quoted at $6,253.35 (supplies). The Foundations of Business and Introduction to Business CourseMate eBook with instant access code for 25 students is quoted at $2,049.75 (supplies). Furniture for the room includes workstations (5) and task chairs (30) and is quoted at $8,655.71 (supplies). We anticipate that our supplies for the implementation of the Westfall Business Academy will be $30,000.00 (supplies). The Fresh Foods Laboratory is not as great a cost, because in 2013 our agricultural science department was awarded a $25,000.00 grant from the Monsanto Company, the only award of that size given in Ohio in 2013. We have utilized the grant to fund a hydroponic lab with related equipment and supplies that we wish to replicate at a cost of $25,000.00 ($10,000.00 in equipment and $15,000.00 in supplies). In addition, we would develop the courtyard space into the Fresh Foods Laboratory. The courtyard space will require the removal of some man-made structures that have out lived their usefulness so that we can use all available space for raised gardens for herbs and vegetables. With in-kind donations from local farmers and businesses, we will be able to keep the cost of repurposing the courtyard at $40,000.00 (purchased services). The third major component is the development of the Entrepreneurial Leadership Project at the Ohio Christian University Business Incubator. They have estimated that the cost to provide the research, development, and implementation of this summer course will cost $20,000.00 for each course for a total cost of $40,000.00 paid to OCU as a purchased service. Finally, our cost for an External Evaluator is $500.00 per day for up to 5 days for a total of $2,500.00 (purchased services). This will be purchased through the Pickaway County Educational Service Center.
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.

There will be a cost of the five year lease agreement entered into with the Gordon Flesch Company for media and copier services that will continue on after June 30th of the grant year. The lease agreement begins at the beginning of the grant period (2015).

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

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.

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

128,399.00 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 (i.e. maintenance plan included in purchase price of equipment) in the box below.

There will be a cost of the five year lease agreement entered into with the Gordon Flesch Company for media and copier services that will continue on after June 30th of the grant year. The lease agreement begins at the beginning of the grant period (2015).

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.

Westfall High School has a long tradition of utilizing student workers to perform certain non-confidential tasks. In the past, students have worked as office aides, summer cleaning workers, dishwashers, and cafeteria custodians. We believe that by utilizing more student workers, we can sustain the program over the course of the five years. - Westfall will have the equivalent of two student workers at $4.00 per hour, six hours per day for 229 days annually. The District employs two aides at $15/hour for six hours per day for 184 days. The student workers will provide the food service and media services. - Benefits are estimated at 18% of wages, plus the savings of an additional 16% from educational aides’ insurance benefits for a total savings of approximately 34% of fringe benefits savings. - There will be a decrease in food service supplies ($20,000) by students producing and growing in-house produce. - There will be a decrease in purchased services by performing in-house copying and media services. Current media expenditures through Ink Well total $4,500.00 annually. - There will also be a savings in record storage of $2,400.00 annually through Fireproof. The new machines will have the ability to archive records and students will be able to perform this task. It is important to note that Dublin Business Academy began to make a profit in its first year and was able to provide summer employment throughout the summer months. By the second year, they were able to raise student wages to $9.00 per hour. It is our intention to be able to maintain a summer workforce in the WBA, Ink and the Fresh Foods Laboratory. In their first full year, the DBA screening business brought in approximately $125,000.00, allowing DBA to pay back their loan to the Dublin City Schools’ Board of Education.

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
November 21, 2013 to May 30, 2014

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

Planning for the scope of work for the Westfall Entrepreneurial Academy began on November 21, 2013 with a Think Tank meeting hosted by the Westfall Local Schools' Board of Education at a local restaurant. (Meeting Notes can be found on the Westfall Local Schools' website at www.westfallschools.com). At that point, a Straight A application has been made that was similar, but the results of the awards had not been released. The question was asked "If we are not awarded the grant, is there anything from this grant application that we would still want to implement?" The answer was that all 25 participants in this meeting affirmed that we should go forward with a plan for funding the Westfall Entrepreneurial Academy, but that our budget for such a project would have financial limitations. Work on the "Academy" continued by creating dual plans. One plan would stay within our limited budget. A second plan would proceed at an enhanced level, fully implementing all portions of this proposal. We have already accomplished much of the preliminary work so that we could begin implementation in June of 2014, even if we are not awarded the grant. This is our list of accomplished tasks:

- Multiple visits by the building principal and staff to the Dublin Business Academy - Selection of a photocopying vendor who could also support a print service business within a high school. (This was done through a competitive bidding process.)
- Individualized meetings with partners such as Ohio Christian University, Pickaway-Ross CTC, Pickaway Progress Partnership (P3), and the Pickaway County Educational Service Center
- Interested students have selected the WBA, Ink Courses as well as the agricultural science courses, however, schedules for the 2014-2015 school year are tentative and have not been released. Our high school staff has done as much work as possible prior to being awarded the Straight A Grant.

#### * Anticipated barriers to successful completion of the planning phase

The first anticipated barrier is the marketing of the WBA, Ink concept to students and parents as this will be a new approach to teaching and learning. Parents and students tend to view programs as targeted to serve students with specific exceptionalities such as the gifted, the disadvantaged, or students with special needs. The challenge will be to help our families understand that these programs have something to offer students at all levels. The second anticipated barrier is that we will need to change some room assignments over the summer months. Even the changes that are welcomed can cause stress for the employees involved in the room changes. Board members have been taken on the role of the change agent for this project. The third anticipated barrier is what we call "the summer slide." Students either lose interest in the program or are too involved in off-campus activities that could possibly distract them from the goals of the program. Board members have been appointed to keep parents informed of the program and its goals in order to help the students remain focused.

### 18. Implementation - Process to achieve project goals

#### * Date Range
August 1, 2014 to August 1, 2015

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

If awarded the grant, we will begin the implementation of the enhanced version of this proposal by initiating the following meetings:

- Set up of WBA, Ink Laboratory with support from The Gordon Flesch Company (August 2014)
- Development of the agricultural laboratory spaces with Pickaway-Ross CTC (August 2014)
- Professional development provided by The Gordon Flesch Company and Pickaway-Ross CTC for related staff (August 2014)
- Implementation of instruction begins in August 2014; Student Experience Survey administered as a pre-assessment of Classroom Hope and Classroom Engagement - Grand opening of WBA, Ink for business within the Westfall Local Schools
- Individualized meetings with partners such as Ohio Christian University, Pickaway-Ross CTC, Pickaway Progress Partnership (P3), and the Pickaway County Educational Service Center
- Development of the agricultural laboratory spaces with Pickaway-Ross CTC, Pickaway Progress Partnership (P3) network begins during third quarter - OCU Entrepreneurial Leadership Program is marketed during the third quarter to students with an interest in developing a new business or strengthening an existing Supervised Agricultural Experience - Agricultural laboratory space opens for business during the fourth quarter - Fresh Foods Corridor business and Managed Print Service business continue over the summer for interested students. Opportunities exist at the county level for participation in Pickaway County Farmers’ Market - Student Experience Survey post-assessment administered during the third week in May - Entrepreneurial Leadership Program at Ohio Christian University begins during the third week in June 2016 and continues through August 1, 2016.

#### * Anticipated barriers to successful completion of the implementation phase

The first barrier could be that of timing. It is important to have a smooth transition to the beginning of the year. The installment of the office equipment will be the key to a successful start to the program. The second barrier could be student schedules during the summer months. We plan to use summer student workers through a program called Game Plan. Game Plan places student workers at school work sites through a TANF (Targeted Assistance to Needy Families). Qualifying students are paid $9.00 per hour for up to 32 hours per week during the summer months.
19. Summative Evaluation - Plans to analyze the results of the project

* Date Range: August 2014 to August 2015

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

The Student Experience Survey will be administered in September 2014, January 2015, and May 2015. The Student Experience Survey measures Classroom Management, Classroom Belonging, Classroom Hope, and Classroom Engagement. The Student Experience Survey is a product of Battelle for Kids in cooperation with Gallup. Classroom Hope and Classroom Engagement are the two areas of focus for this project. We have already attained baseline data from the 2013-2014 school year. Measures of Academic Progress (MAPS) data will provide the formative assessment necessary to measure progress in closing the performance gap among subgroups such as gifted students, students with special needs, and disadvantaged students. This is currently being utilized at all levels within our schools, but will help us to identify whether these initiatives are helping our students grow at the middle and high school levels. This information will be collected during September 2014, January 2015, and May 2015. The state report card will provide summative data on multiple measures related to performance indicators, performance index, graduation rate, and college and career readiness. We can expect to have this data in June of 2015. The External Evaluator for this project will be Ty Ankrom of the Pickaway County Education Service Center. He will be a part of the Westfall Entrepreneurial Academy Advisory Council and will provide informal updates at quarterly meetings. He will provide an Executive Summary by August 1, 2015, documenting progress on quantitative and qualitative benchmarks. A presentation will be made at the regular meeting of the Westfall Board of Education in August of 2015.

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

A primary barrier for the summative evaluation phase will be communication among participants. Mr. Ankrom is familiar with the three major components of this project: WBA Ink, Fresh Foods Laboratory, and CUC's Business Incubator. Mr. Ankrom will be included as part of the Westfall Entrepreneurial Academy Advisory Council. He is very familiar with our work at Westfall as outlined in our Strategic Plan as Mr. Ankrom served as our internal coordinator for this project. A second barrier is the late timeline for the return of state testing data. For this reason, we will schedule Mr. Ankrom to report out to the Westfall Board of Education in August of 2015 when all components have been completed.

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 Fresh Foods Laboratory builds on an existing project-based learning model that is successful among agricultural science programs. This project repurposes existing space in the high school courtyard to provide a sheltered workshop for students. It is important to note that the courtyard area is adjacent to the space used to serve students their lunches. By repurposing this space, we reduce the number of students sitting in study hall and lunch and increase the level of student engagement throughout the school day. The fresh Foods Laboratory also provides space for students to manage their own raised gardens. The Westfall Business Academy, Inc. transforms information technology courses and business courses from traditional stand-alone classes to a student-run business block that integrates both courses. The WBA, Inc. replicates the model utilized in the Dublin Business Academy for their student-run screen printing business at Dublin Jerome High School. We know that project-based learning model used in the agricultural science program has been a popular approach to learning at Westfall High School, as indicated through yearly course requests. The WBA, Inc. also provides students with the foundational concepts and skills necessary to run a small business. Concepts include a) marketing, b) sales, c) operations, and d) production. The Entrepreneurial Leadership project at Ohio Christian University will be a part of the Business Incubator. This program extends the summer educational opportunities through six-week courses in which students can earn college credit while working on individualized entrepreneurial projects. Traditional student summer experiences have typically been provided for students who are perceived to be low achieving and are not well attended. This program targets students who require a more rigorous and/or relevant individualized opportunity to thrive.

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 rationale behind the Westfall Entrepreneurial Academy is to produce high school graduates who are college and/or career ready. We believe that we can do this through rigorous and relevant programs as measured by increased graduation rates, increased student performance measures in math and language arts in grades 8-12, and through increased "Classroom Hope" and "Classroom Engagement" scores. The Westfall Entrepreneurial Academy provides multiple opportunities to build skills and knowledge through project-based learning by implementing four key components such as a) Carefully Calibrated Project Design, b) Structured Student Collaboration, c) Assessments
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.

Ty Ankrom, Superintendent of the Pickaway County Educational Service Center, will serve as the external evaluator of the Westfall Entrepreneurship Academy. He has had previous experience in being trained by Cambridge Strategies in serving as the internal coordinator for the Westfall Local Schools Strategic Plan. He has a deep understanding of how the Westfall Entrepreneurial Academy aligns with the overarching goals and metrics as established in the WLS Strategic Plan.

* 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).

The first method is that of Four-Year Graduation Rate and the Five Year Graduation Rate. The Four-Year Graduation Rate includes graduates only those students who earn a diploma within four years of entering ninth grade for the first time. The Five-Year Graduation rate includes those students who graduate within five years of entering ninth grade for the first time. We hope to see increased graduation rates among participants as a long-term objective. The second method is that of student performance measures in math and language arts in grades 8-12 as measured by NWEA's Measures of Academic Progress (MAP). The MAP District Summary Report, the MAP Student Growth Summary Report, and the MAP Grade Report will help us measure progress on both short- and long term objectives. NWEA uses a methodology called the RIT (Rasch-IT) Scale. We will also draw from the grade reports that show student's detailed and summary test data by grade for a selected term so you can set goals and adjust instruction. The third method is that of "Classroom Hope" and "Classroom Engagement" scores. While we will administer the entire Student Experience Survey, we are most interested in these two measures. The Classroom Hope score captures the ideas and the energies that students have for the future. The Classroom Engagement score captures the students' involvement in and enthusiasm for learning. The methodology is based on the work of the Gallup organization. The Student Experience Survey can be administered multiple times in a year, however, we plan to administer this in the fall, winter, and spring in order to measure short-term objectives. We hope to see increased scores over baseline data collected during the 2013-2014 school year. We also hope to see higher scores for hope and engagement over the course of the school year for participants.

* 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.

Westfall Local Schools uses the Five Step Ohio Improvement Plan (OIP) Process. We have establishes teacher based teams, and building leadership teams that report progress back to the District Leadership team. In the planning stages of the Westfall Entrepreneurial Academy, a teacher based team had already been developed. Ty Ankrom will be a part of the OIP meetings. He will utilize the reports generated by MAP, the Student Experience Survey, and the Graduation rate to develop the final summary in evaluating the success of the project. Mr. Ankrom will be contracted to also report out to the Westfall Board of Education on the successes, challenges, and opportunities for growth of the program.

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 Westfall Business Academy builds on three instructional components. First, the Westfall Business Academy, Ink provides students with the knowledge and skill set necessary to implement a small business. It sustains itself by reducing expenditures in the five year forecast. It also has the potential to generate a revenue stream that is ongoing by providing goods and services to the community. Second, the Fresh Foods Laboratory expands upon the current agricultural science program, a satellite program of the Pickaway-Ross Career and Technology Center. Not only will students have an opportunity to develop a Supervised Agricultural Experience, the school and community become a part of the market to which the students sell their produce. Third, the Business Incubator at Ohio Christian University extends the school year for students who have self-selected to work on an SAE or small business. All of these programs have something to offer to gifted students, special needs students, and disadvantaged students as they are each tailored to provide both individualized and group experiences. As mentioned earlier in the grant application, Westfall has a long tradition in utilizing student workers at the school. In this way, we develop students who are not only employable, but also develop the skills to develop small businesses.
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

The specific benchmarks for the Westfall Entrepreneurial Academy project are as follows: - The specific benchmark for the Four-Year Graduation Rate is 95% for the district, but 100% for participating students. - The specific benchmark for the Five-Year Graduation Rate is 96% for the district, but 100% for participating students. - The specific benchmark for performance in math is 87% on the OGT or similar statewide assessments. - The specific benchmark for performance in language arts is 93% on the OGT or similar statewide assessments. - The specific benchmark for Classroom Hope in the high school is an increase in the mean score (4.02) by .05 in each of the five years of the project, but an increase of .10 over the course of the school year for each student participating in at least one component of the project. - The specific benchmark for Classroom Engagement in the high school is an increase in the mean score (4.03) by .05 in each of the five years of the project, but an increase of .10 over the course of the school year for each student participating in at least one component of the project.

* Spending Reduction in the five-year fiscal forecast

The Westfall Entrepreneurial Academy will create spending reductions by replacing educational aides in support services roles with student workers. We will also realize a reduction in the purchased services costs to the district. The total reduction to the five year forecast is $128,399.00 in expenditures. Based on the success of the Dublin Business Academy, we anticipate that the Fresh Foods Laboratory and the WBA, Ink will generate a profit.

* Utilization of a greater share of resources in the classroom

The Westfall Entrepreneurial Academy will create spending reductions by replacing educational aides in support services roles with student workers. We will also realize a reduction in the purchased services costs to the district. The total reduction to the five year forecast is $128,399.00 in expenditures. Based on the success of the Dublin Business Academy, we anticipate that the Fresh Foods Laboratory and the WBA, Ink will generate a profit.

* Implementation of a shared services delivery model

The WBA, Ink provides shared services as the only managed print service in Pickaway County and would be available to schools, non-profits, and businesses who are members of the Pickaway Progress Partnership (P3) at a reduced cost. In this way, Westfall helps to expand on existing shared services in Pickaway County. The Fresh Foods Laboratory provides access to locally grown produce. We anticipate that this will be a laboratory for students interested in developing their Supervised Agricultural Experience.

* Other Anticipated Outcomes

Since our community Think Tank meeting on November 21, 2013, a great deal of interest has been generated around the idea of student-driven businesses. In our community, we see the advantage of diversifying crop production on the family farm so that these important family-owned businesses are able to thrive and grow. There has been a renewed interest in the schools as an educational hub of the community. Our students are beginning to recognize that they have the resources and local talent to develop durable agribusinesses. The adults in the community are recognizing their role in providing mentoring to young adults with an interest in entrepreneurship. This project has the anticipated outcome of guiding our youth into developing a fresh foods corridor that is rich with local resources.

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

Yes

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

Each of the three components of the Westfall Entrepreneurial Academy project can be replicated in other districts in Ohio. - The agricultural science programs are existing project-based learning opportunities that engage and enhance the individual student experience at the high school level. Currently, a number of students participate in the National FFA program. Last year, approximately 65,000 students from across the nation attended the 86th National FFA Convention in Louisville, Kentucky where recent Westfall High School graduate, Austin Wippel, won the Diversified Crop Production- Entrepreneurship Proficiency award for his supervised agricultural experience. Mr. Wippel is living proof that FFA programs create an environment that adds the economic development of Ohio through agribusiness. But what would happen if we took that successful program and helped students from farm families and non-farm families enter into entrepreneurship through a local university? The students at our Think Tank meeting on November 21, 2013 stated that they would welcome the opportunity to work with advisors from the OCU Business Incubator to develop an SAE or other small business. - The Westfall Business Academy, Ink (WBA, Ink) can also be replicated in other districts in Ohio. The key idea here, however, is that the business would need to have a production component. Just as the Dublin Business Academy (DBA) has a screen printing business that produces t-shirts, the managed print service business at WBA, Ink will produce booklets, newsletters, posters, pamphlets, postcards, and similar printed materials. Local resources are an important component that is driving the creation of the WBA, Ink as a business resource for local farmers, schools, businesses, and non-profit organizations looking for low cost printing solutions within Pickaway County. Upon visiting the students who ran the DBA, we found a common theme that the students had enrolled in the course because of a desire to have their own businesses. We find that entrepreneurship development is not just about having a good idea. It also is about having an environment that nurtures creative thinking and problem solving, but also provides the knowledge and skills necessary to operate a durable business.
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).

Cara S. Riddle Superintendent Westfall Local Schools
<table>
<thead>
<tr>
<th>Consortium Contacts</th>
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## Partnerships

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<tbody>
<tr>
<td>Ty</td>
<td>Ankrom</td>
<td>740-474-7529</td>
<td><a href="mailto:ty.ankrom@pickawayesc.org">ty.ankrom@pickawayesc.org</a></td>
<td>Pickaway County ESC</td>
<td>049072</td>
<td>2050 Stoneridge Dr, Circleville, OH, 43113-8954</td>
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<tr>
<td>Dennis</td>
<td>Franks</td>
<td>740-642-1200</td>
<td><a href="mailto:dennis.franks@pickawayross.com">dennis.franks@pickawayross.com</a></td>
<td>Pickaway-Ross County JVSD</td>
<td>051433</td>
<td>895 Crouse Chapel Rd, Chillicothe, OH, 45601-9009</td>
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<tr>
<td>Ryan</td>
<td>Scribner</td>
<td>740-474-6498</td>
<td><a href="mailto:rscribner@pickawayprogress.com">rscribner@pickawayprogress.com</a></td>
<td>Pickaway Progress Partnership (P3)</td>
<td></td>
<td>114 W. Franklin Street, P.O. Box 506, Circleville, Ohio, 43113</td>
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<tr>
<td>Hank</td>
<td>Kelly</td>
<td>740-474-8896</td>
<td><a href="mailto:hkelley@ohiochristian.edu">hkelley@ohiochristian.edu</a></td>
<td>Ohio Christian University</td>
<td>113761</td>
<td>PO Box 458, Circleville, OH, 43113-0458</td>
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<tr>
<td>Dave</td>
<td>Owen</td>
<td>614-789-5700</td>
<td><a href="mailto:dowen@gflesch.com">dowen@gflesch.com</a></td>
<td>The Gordon Flesch Company</td>
<td></td>
<td>5655 Venture Drive, Dublin, Ohio, 43017</td>
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<td>First Name</td>
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<tr>
<td>Brian</td>
<td>Ramsay</td>
<td>Treasurer, Westfall Local Schools</td>
<td>Mr. Ramsay will be the fiscal manager of all grant funds and will ensure that all money is spent in accordance with guidelines set by the auditor of the state of Ohio. He will be a member of the Westfall Entrepreneurial Academy Advisory Council.</td>
<td>Brian Ramsay holds a bachelor's degree in business administration from West Liberty State College and a master's degree in educational administration from Ashland University. He holds licenses in the state of Ohio as a School Treasurer and Business Manager and is a Registered Ohio School Fiscal Officer.</td>
<td>Mr. Ramsay comes to this project with experience in fiscal grant management having served as a treasurer in four Ohio Schools over 19 years (Amanda-Clearcreek Local, Licking Heights Local, New Albany-Plain Local, and Westfall Local Schools). He is currently in his second year as Treasurer of the Westfall Local Schools.</td>
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<tr>
<td>Billy</td>
<td>Dennis</td>
<td>Principal, Westfall High School</td>
<td>Mr. Dennis will provide leadership at the high school level for the Westfall Business Academy, Ink and the Agricultural Science Program. He will implement these programs at Westfall High School. He will be a member of the Westfall Entrepreneurial Academy Advisory Council.</td>
<td>Billy Dennis holds a bachelor's degree in elementary education from Capital University and a master's degree in educational administration from Ohio University. He holds a license in the state of Ohio as a Principal and Education of the Handicapped.</td>
<td>Mr. Dennis comes to this project with experience in working with students with special needs as he has served as a teacher of students identified with severe behaviors and has served as the Special Education Director at Westfall Local Schools. He is currently in his second year as Principal of Westfall High School.</td>
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<tr>
<td>Dave</td>
<td>Owen</td>
<td>Account Executive, Gordon Flesch Company, Inc.</td>
<td>The Gordon Flesch Company is an office technology solutions provider offering support for the managed print service, student-run business called WBA, Ink. Through a lease agreement, Gordon Flesch will provide copying machines, on-site technical support, and professional development for the effective utilization of leased equipment.</td>
<td>Gordon Flesch Company, Incorporated has a long standing reputation as a provider of modern business technology since 1956, serving the Great Lakes Region. Their managed print service experts will assist the Westfall staff and students in implementing the right print technology for this school-based business called WBA, Ink.</td>
<td>Gordon Flesch Company has relevant experience in the area of managed print services. Currently, they provide the business technology for Printex located in Chillicothe, Ohio and Waverly, Ohio. There is no managed print service business in Pickaway County.</td>
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<tr>
<td>Patricia</td>
<td>Kranz</td>
<td>Business Education Teacher, Westfall High School</td>
<td>Mrs. Kranz will serve as the business education teacher who will partner with information technology teacher, Christopher Norris, in order to develop and implement the WBA, Ink. She will be a member of the Westfall Entrepreneurial Academy Advisory Council.</td>
<td>Pat Kranz holds a bachelor's degree in business and economics from the Nazareth College of Rochester (New York) and a master's in business education from the University of Minnesota. She holds a high school business education license as well as vocational education with data processing.</td>
<td>Mrs. Kranz comes to this project with experience in business education in New York, Minnesota, and Ohio, with 23 years of experience. She is just finishing her seventeenth year at Westfall High School.</td>
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<tr>
<td>Christopher</td>
<td>Norris</td>
<td>Information Technology Teacher</td>
<td>Mr. Norris will serve as the information technology teacher who will partner with business teacher, Patricia Kranz, in order to implement the WBA, Ink. He will provide copy, print, network, and the WBA, Ink web site.</td>
<td>Chris Norris holds a bachelor's degree in technical education from The Ohio State University with a minor in business management.</td>
<td>Mr. Norris comes to this project with experience in technology education in California and Ohio, with seven years of experience.</td>
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<tr>
<td>Cara</td>
<td>Riddel</td>
<td>Superintendent, Westfall Local Schools</td>
<td>Mrs. Riddel will be the main contact person and facilitate the work of the Westfall Entrepreneurial Academy Advisory Council. She will work with the Westfall Local Schools’ Treasurer to ensure that all assurances of the grant have been met. She will work with an outside evaluator from the Pickaway County Educational Service Center to measure indicators of success as outlined in the grant proposal. She will be responsible for all media releases regarding the Westfall Entrepreneurial Academy. She will also serve as a member of the Pickaway Progress Partnership Board as an At Large Member.</td>
<td>Cara Riddel holds a bachelor's degree in elementary education from the University of Cincinnati and a master's degree in early and middle childhood education from The Ohio State University. She holds a license in the state of Ohio as a Principal and as a Superintendent. She holds her national credential from the American Association of School Personnel Association (AASPA) with a Certificate in School Human Resources Administration. As a Superintendent, she has participated in the New Superintendents Cohort as well as the Ohio School Leadership Institute (Cohort 28) through the Buckeye Association of School Administrators (BASA). She is also a member of the National Association of School Public Relations Administrators (NSPRA).</td>
<td>Mrs. Riddel comes to this project with experience in grant management having served for two years with the Newark City Schools as the Supervisor of State and Federal Programs from 2000-2002 while also serving as a building principal. In addition, her grant proposals have been awarded over $500,000 in additional revenue for the schools that she has served. She is currently in her third year as Superintendent of the Westfall Local Schools.</td>
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<tr>
<td>Rachel</td>
<td>Scior</td>
<td>Agricultural Science Teacher, Pickaway-Ross CTC</td>
<td>Mrs. Scior will continue to serve as the agricultural science teacher, supporting students through the Westfall Future Farmers of America program. She is employed by Pickaway-Ross Career and Technology Center, but is housed at Westfall High School as part of an exemplary satellite program. She will be a member of the Westfall Entrepreneurial Academy Advisory Council. She will be providing the direction on the Fresh Foods Laboratory.</td>
<td>Rachel Scior holds a bachelor's degree in agricultural education from The Ohio State University. She holds a career technical license in agribusiness, agriscience, and production agriculture. In addition, Mrs. Scior is credentialed as a CASE Lead Teacher.</td>
<td>Mrs. Scior comes to this project as our resident expert in project based learning and the Supervised Agricultural Experience (SAE) in which students develop durable agribusinesses. Rachel Scior was a member of the Westfall FFA as a high school student and is now a Westfall FFA advisor. As a result, she has extensive personal and professional knowledge in this area. Mrs. Scior was selected to attend CASE (Curriculum for Agricultural Science Education) Institutes which involved over 80 hours of intense professional development. As mentioned earlier, she has been recognized in her field when selected as a CASE Lead Teacher. Mrs. Scior began her teaching career in 2005.</td>
<td></td>
</tr>
<tr>
<td>Ty</td>
<td>Ankrom</td>
<td>Superintendent, Pickaway County Educational Service Center</td>
<td>Mr. Ankrom will serve as the external evaluator for the project. He will be a part of the Westfall Entrepreneurial Academy.</td>
<td>Ty Ankrom holds a bachelor's degree in elementary education from Capital University and a master's degree in educational administration. He holds a career technical license in integrated business.</td>
<td>Mr. Ankrom comes to this project with experience in program development and evaluation having been superintendent of Circleville.</td>
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<tr>
<td>Hank Kelly</td>
<td>Provost, Ohio Christian University</td>
<td>As Provost of Ohio Christian University, Dr. Hank Kelly oversees much of the planning and operations at the university. He will serve as the contact on the Westfall Entrepreneurial Academy Advisory Council.</td>
<td>Ohio Christian University is one of the largest PSEO providers in the state of Ohio. In October of 2013, OCU was awarded a $2.5 million competitive grant for the Southern Gateway Economic Innovation Development Center. It is being developed as a public/private partnership to help attract business to the area. By awarding this grant, OCU would have the opportunity to develop a secondary level version for interested high school students to participate in the business incubator while earning college credit. The Southern Gateway concept has been described as an entrepreneurial ecosystem.</td>
<td>Ohio Christian University offers a wide range of Post Secondary Educational Options to students throughout Ohio.</td>
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