

Budget

Fairport Harbor Exempted Village (045369) - Lake County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (27)

U.S.A.S. Fund #: 466

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		74,200.00	28,064.00	0.00	25,500.00	75,000.00	0.00	202,764.00
Support Services		0.00	0.00	33,516.00	0.00	0.00	0.00	33,516.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	132,400.00	0.00	0.00	0.00	132,400.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		74,200.00	28,064.00	165,916.00	25,500.00	75,000.00	0.00	368,680.00
							Adjusted Allocation	0.00
							Remaining	-368,680.00

Application

Fairport Harbor Exempted Village (045369) - Lake County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (27)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Startup Fairport: College, Career, and Community Success

2. Project Tweet: Please limit your responses to 140 characters.
Fairport Harbor becomes incubator of student-run startups, students start UP in life after high school #inspired #entrepreneurs #sharktank
This is an ultra-concise introduction to the project.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year					
Education	Pre-K Special	K	1	2	3
4	5	58 6	49 7	47 8	
10 9	10 10	5 11	5 12		

Year 1					
Education	Pre-K Special	K	1	2	3
4	5	60 6	60 7	60 8	
60 9	60 10	10 11	10 12		

Year 2					
Education	Pre-K Special	60 K	60 1	60 2	60 3
60 4	60 5	60 6	60 7	60 8	
60 9	60 10	15 11	15 12		

Year 3					
Education	Pre-K Special	60 K	60 1	60 2	60 3
60 4	60 5	60 6	60 7	60 8	
60 9	60 10	20 11	20 12		

Year 4					
Education	Pre-K Special	60 K	60 1	60 2	60 3
60 4	60 5	60 6	60 7	60 8	
60 9	60 10	25 11	62 12		

Year 5					
Education	Pre-K Special	60 K	60 1	60 2	60 3
60 4	60 5	60 6	60 7	60 8	

4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

Auburn Career Center is interested in expanding these experiences for the schools they serve across Lake and Geauga Counties ultimately reaching thousands of Northeast Ohio children. Newberry Schools is planning to begin this work with Auburn as a partner also in about 1 year.

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

First and last name of contact for lead applicant

Domenic Paolo

Organizational name of lead applicant

Fairport Harbor Exempted Village School District

Address of lead applicant

329 Vine Street Fairport Harbor, OH 44077

Phone Number of lead applicant

440-354-5400

Email Address of lead applicant

dpaolo@fhevs.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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

Yes

No

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

[Add Consortium Members](#)

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

Yes

No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

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

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

a. The current state or problem to be solved; and

Fairport Harbor School District (FHSD) is a very small (702 students) district located on Lake Erie shores. Tourism, fishing and related small businesses are key economic drivers. To prepare students to meet local economic needs, the district has shifted from traditional teaching to International Baccalaureate (IB) and early college programming. By 11-12th grade, ? of our students are taking college or career tech courses at places like Lake Erie College or Auburn Career Center. Unfortunately, that still leaves ? of 11-12th graders, who are often less engaged in classroom instruction, with little or no planning for the future. Also, our district is growing 30-50 students a year but it is not fiscally responsible to simply add more teachers. We must re-design our learning organization, flexing how, when, and where adults guide learning so students have greater ownership in their learning and can build entrepreneurial skills to prepare them to thrive in our local economy.

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

54M Americans are freelancing, 700,000 more than last year. Millennials are 'starting-up' at a higher rate than any other group (Vander Ark, 2015). Our local economy thrives because of entrepreneurialism. Through our new Startup Pathway, FHSD graduates will now thrive in this freelance economy. Two-thirds FHHS 11-12th graders are at career center, college, or both. One-third will join 'Startup Pathway'. By 2022 all FFHS graduates will have an associates degree or equivalent, an industry credential and/or experience launching a Startup. Startup Pathway expands our successful Fairport Harbor Fishing Lure Project and embeds elements of Stanford University's Startup Garage. Startup students

will have multiple and deeper, real world-problem based learning (PBL) experiences while learning core curriculum without sacrificing acceleration toward attainment of an associate's degree, skilled certificate or other powerful learning. In 2015-16 Fishing Lure Project, 6 students earned 36 credits while designing, creating, testing and refining new types of fishing lures to be sold by local bait shops. We are partnering with Battelle Education, Auburn Career Center, Lake Co ESC, (evaluator) and local entrepreneurs to transition our Fishing Lure Project into a competency based Startup Pathway located in a fully equipped makerspace (Design Lab) and prepare 5th-12th grade teachers and students to integrate the new Design Lab into transdisciplinary PBL projects building everyone's confidence as innovators, makers and creators. Startup Pathway will be 2-4 course pathway where HS students drive their own learning, guided by Design Lab Facilitator, content area experts and mentored by business partners. Students and HS staff (content area experts) will co-design competency learning plans based on student interest, project design, credits for graduation. Lab Facilitator will manage progress, keeping students connected between HS staff and business partners. Startup Lab (course 1): Teams investigate new venture idea within context of local economy and beyond, preparing a research project to demonstrate need. Startup Launch (course 2): Teams build and field-test product and business model, then prepare and present investor pitch. Startup Pro (courses 3-4): Develop website and mobile app, interact with customers, distributors, investors and mentors to develop business plan, create corporate or nonprofit entity and open business. HS Special Ed teacher will co-design Startup Pathway, creating modified pathway for 24 students with disabilities who will work with businesses mentors to open and manage a student run storefront to sell student designed products. Battelle Education will facilitate PD, curriculum design, course competency design, resource identification and support design/scale of blended versions of courses to open Startup Lab 2016 and scale by 2019. MS-HS staff will be trained in transdisciplinary PBL and tech integration and create projects to build student skills in self directed learning. We will purchase Design Lab digital content/tools and maker equipment. Auburn Career Center will train K-12 faculty to use tools. A part-time teacher on loan will coach MS teachers to create maker based transdisciplinary PBLs exposing students to many career path. By 2017, all MS staff will integrate Design Lab within PBLs. By 2022, Startup elements will be infused K-12 so all FHSD students engage in transdisciplinary, competency based learning preparing them for college and entrepreneurial careers. We request \$388,680 and will have \$32,000 total in sustainable costs. It is reducing costs by \$978,300 in direct cost-savings. By 2022, it is sustainable without additional income & shows savings. This small investment will create huge community outcomes as young entrepreneurs remain here, reinvest locally and grow our median income.

9. Select which (up to four) of the goals your project will address. For each of the selected goals please provide the requested information to demonstrate your innovative process. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

By 2022 All FFHS graduates will have an associates degree or equivalent, an industry credential and/or experience launching a Startup. Every child (K-12) will be engaged in personalized learning through transdisciplinary, competency based education preparing them for college, workforce and entrepreneurial careers. We will begin to see improved community outcomes as young entrepreneurs remain here, reinvest locally and grow our median income.

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

FHSD is preparing for Learning in 2035 (VanderArk, 2016) where weighted, flexible and portable funding supports community learning experiences like Startup Pathway. Learning platforms will use recommendation engines and dynamic scheduling to suggest personalized customized digital learning playlists and team-based community connected projects. Progress is marked by demonstrated mastery on multiple assessments (formal, informal self-directed or community-based). Portfolios will capture artifacts of student work with associated references. Time and place of learning will be far more diverse. Learning hubs (like our Design Lab) will replace factory-like buildings with big open spaces that point students to community, virtual, and collaborative environments. Learning options will increase so most secondary learners concurrently engage with multiple providers (formal and informal) including online schools, learning differences specialists, travel and work-based experiences, and more.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

FHSD is shifting to International Baccalaureate (K-5) transdisciplinary Problem Based Learning (PBL) and building early college systems to accelerate learning. Most 11-12th graders (some 10th graders) are enrolled at college or the career center. This year, several HS teachers collaborated to pilot the Fishing Lure Project. Students took an end-of-year exam in every core course on day one and then faculty created individual plans with each students. The pedagogy put much of the responsibility in the hands of the student, letting them, within limits of their own self-regulation, choose when, where, and what to participate in during each day of the project. Students help plan their own days as they progress through a range of subjects and then earn HS credit as they demonstrate mastery of defined standards. The role of educator is being reimagined from of "curriculum coverer" to expert professional. The lab's teacher, Mr. Messer, facilitated student learning 36 credits for 6 students with a focus mastering content knowledge and skills. Similar to Stanford's Startup Garage, "failure is encouraged. That intensive, hands-on cycle of trying, failing and trying again - helps prepare students to pitch bullet proof ideas to angel investors" (Zenios, 2015). By flexing schedules, students can simultaneously complete HS requirements, earn college credits or industry credentials and start up businesses. Students informally work with content area teachers while accessing learning supports via accredited online courses and modules. In 2016-17 this will be expanded to more courses. HS faculty schedules will embed conferencing time with students so they can truly teach, coach and support the learning process. Research supports our reimagined roles for educators. We know that students learning through PBL retain content longer & have a deeper understanding of what they are learning (Penuel & Means, 2000; Stepien, Gallagher & Workman, 1993). Students demonstrate better problem- solving skills in PBL than in more traditional classes & are able to apply what they learn to real-life situations (Finkelstein et al., 2010). When teachers are trained in PBL methods, they devote more class time to teaching 21st century skills & their students perform at least as well on standardized tests as students engaged in traditional instruction (Hixson, Ravitz, & Whisman, 2012). PBL students show improved critical thinking (Beckett & Miller, 2006; Horan, Lavaroni, & Beldon, 1996; Mergendoller, Maxwell, & Bellisimo, 2006). In terms of equity PBL shows promise as a strategy for closing the achievement gap by engaging lower-achieving students (Boaler, 2002; Penuel & Means, 2000) and PBL can serve diverse learners (Hixson, Ravitz, & Whisman, 2012). PBL helps students master key competencies essential for college & career readiness. PBL can provide an effective

model for whole-school reform (National Clearinghouse for Comprehensive School Reform, 2004). As FHSD saw success with Fishing Lure Project, leaders and teachers began dreaming of ways to scale these experiences more deeply engaging all students, faculty and community partners to re-invent learning. FHSD attended Ohio's first Personalized Learning Design Lab in spring 2016. This event sparked a deeper understanding of innovation practices and connected us with Battelle Education. Battelle Education worked closely with our team to design the project scope and sequence so it is manageable, scalable and replicable both in our district and across Ohio. FHSD has a collaborative relationship with Auburn Career Center. Auburn has been engaging our faculty and students in becoming makers and exposing them to a variety of new career pathways through their new FabLab and Mobile FabLab. Auburn has also committed local resources to pilot a part-time teacher to work in our district assisting our MS staff in re-thinking unit and lesson design to integrate maker technology within their regular instruction.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

Formative: By 6/2017: 54 students will complete at least 1 Startup Pathway course (regular and special education) earning credits through competency based education 60% of all MS/HS teachers will design units/lessons integrating Design Lab within transdisciplinary PBL Meet or exceed cost savings as evidenced by FIT Summative By 2022 All students will graduate Fairport Harbor with associates degree or equivalent, a skilled certificate and/or have business startup experience of an LLC (limited liability company) or nonprofit. Every child (K-12) is engaged in personalized learning through transdisciplinary, competency based education preparing them for college, workforce and entrepreneurial careers. Online instructional resources will be incorporated into 60% of classes to provide additional support for student learning, to ensure curriculum mastery is achieved . Meet or exceed cost savings as evidenced by FIT

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

students served; # credits earned; # business or nonprofits started; # business partners; # courses with aligned competency pathways; #early college credits earned, # credentials earned including skill certificates, industry credentials, associates degrees; student perception of engagement and preparedness for life beyond HS; staff PD participation; # courses, units, lessons integrating Design Lab within transdisciplinary PBL; staff perception of effectiveness of competency based pathways to demonstrate learning; staff perception of rigor of competency based pathways; staff engagement as content experts in projects; cost savings/reallocation/sustainable costs

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

Startup Pathway Leadership Team (Project Director/Asst Director, key faculty, Battelle Ed, Auburn and a business partner) will meet bi-weekly during grant year and, using design thinking processes, the team will continually assess progress and refine systems, supports and PD accordingly. Project Director will report data to Lake Co ESC evaluator per evaluation plan approved by ODE. At least quarterly, evaluator will meet with Startup Pathway Leadership Team to review progress against evaluation plan and offer recommendations for course correction. A Startup Cabinet (parents, community, business,teaching /support staff) will advise Leadership Team leveraging collective intelligence and maximizing success. Superintendent and Project Director (who is also Lab Facilitator and Startup teacher) will co-facilitate Startup Cabinet. Teacher-cabinet members will act as just-in-time co-designers of solutions to any initial challenges to dismantling the factory system as the Startup Pathway takes root. The authentic engagement of teachers not initially teaching in the Startup Pathway brings exceptional expertise to the program and leads to the development of structures and processes other educators are then willing to adopt. The Startup Cabinet will meet once a month to advise the first year development and implementation of the Startup Pathway. Once Startup Pathway is well established, this cabinet will transition to quarterly advisory board schedule. During grant year, evaluator will also meet with Startup Cabinet for data collection and reporting. During sustainability years, evaluator will then survey Cabinet and provide written semi-annual reports. Startup Pathway is a complete and systematic shift away from traditional education. The design thinking process allows us to view ongoing change as opportunities for further innovation not a "curve ball". It is not that our assumptions are false, but that ongoing iteration is an expectation and we are prepared for it.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

These should be measureable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

a. New - Never before implemented

b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

c. Replication - Expansion or new implementation of a previous Straight A Project

d. Mixed Concept - Incorporates new and existing elements

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

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

368,680.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a 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.

\$74,200 in SALARIES \$61,000 budgeted (instruction) in grant year only for 0.50 FTE Start UP Pathway Director/0.50 FTE Asst. Director (teachers on assignment); \$10,000 for 4 HS faculty stipends (\$2,50/teacher) for curriculum design on CBE; \$3,200 for substitutes costs for teacher PD/travel (\$100/day x 32 days); \$28,064 in BENEFITS \$25,870 benefits expense for 0.50 FTE Start Up Director/ 0.50 FTE Asst. Director in grant year only; \$1,650 for benefits related to 4 HS teacher stipends (16.5%); \$544 for sub benefits during grant year; \$165,916 in PURCHASED SERVICES \$112,400 for BattelleEd multi-year (3-year) PD contract (\$2,000/day 25 days, and technical support); \$20,000 for HS faculty and district staff site/research PD visits during grant year only \$33,516 for multi-year (6-year) contract with Lake ESC for evaluation services during the life of the grant; \$25,500 in SUPPLIES \$10,000 for Design Lab instructional materials and supplies; \$15,500 Mastery Connect software multi-year (6-year) license; \$75,000 in CAPITAL OUTLAY for Design Lab furnishing and equipment.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

7,500.00 a. Sustainability Year 1

5,000.00 b. Sustainability Year 2

6,500.00 c. Sustainability Year 3

6,500.00 d. Sustainability Year 4

6,500.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

A significant amount of potential sustainability costs for this project were reduced or eliminated through multi-year professional development contracts, software license agreements and one-time equipment/capital outlay expenses. The following are considered sustainability costs totalling \$32,000 over the 5 years, 100% of which will be absorbed through direct cost-savings: During Sustainability Year 1 (S1): Total of \$7,500 including - \$2,500 for Mastery Connect Live PD (\$2,500/day) one-time purchased services expense to train faculty on the software; and \$5,000 annual Design Lab instructional materials/supplies expenses During S2: \$5,000 for annual Design Lab instructional materials/supplies; During S3-S6: Total of \$6,500 including - \$5,000 annual Design Lab materials/supplies; \$1,500 for equipment refresh expense

100 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

As direct result of the project implementation at Fairport Harbor, the district will realize approximately total of \$978,300 in cost-savings linked to the project over 5 years This amount far exceeds the total \$32,000 (3%) estimated to sustain the project during the 5-year sustainability period. This cost-savings will be achieved through the elimination of 2.0 FTE through attrition starting in S1 and S2, with the following breakdown: During S1, the district will eliminate 1.0 FTE through attrition, saving approximately \$80,000/year salary expense and \$28,700/year benefits (16.5% + \$15,500 healthcare) expense (total \$108,700 x 5 years: \$543,500); and During S2, the district will eliminate a second 1.0 FTE through attrition, saving approximately \$80,000/year salary expense and \$28,700/year benefits(16.5% + \$15,500 healthcare) expense (total \$108,700 x 4 years: \$434,800)

0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table

Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

Not applicable - 100% savings through cost savings directly related to project

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

[Add Implementation Team](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range 8/2015 - 6/2017

b. Scope of activities - include all specific completion benchmarks.

Pre-submission: Plan and pilot Fishing Lure Project; Attend Personalized Learning Design Lab to extend thinking on innovation; work with Battelle Ed to plan new pathway; Engage Board, teachers' union and PTA in understanding and approving project (4/25/16). leadership team designated Upon award: media notification and district communications; board approvals/contracts signed; summer planning with Lab Facilitator and Spec Ed teacher; Schedule fall staff meetings & district-wide to communicate plan including activities, benchmarks and timeline for rolling out competency based learning plans for students in Startup Pathway; engage students and families in understanding pathway and recruitment; By 8/31/2016: draft project communication plans; finalize timeline/scope of work; finalize hardware/software purchase plans; finalize technical assistance schedules; communicate planning and implementation schedule; finalize evaluation processes and progress monitoring database; submit final evaluation plan to ODE; request proposals for furnishing purchase; business partner planning meetings with Harbor Bait/Tackle, Steve's Bait/Tackle and Lake Metroparks to define business mentor roles 9/16 - 6/17: bi-weekly Startup Pathway Leadership Team planning meetings; Startup Pathway team will have 6-7 technical assistance/planning/PD work sessions with Battelle Education to address any startup issues and close any identified gaps; planning for expanded implementation of pathway and PD plan for 2017-2022; plan for new business partners & refine partner roles Benchmarks to demonstrate success: approved contracts: grant agreement with ODE, contracts with partners, teacher stipend agreements; hardware/software purchase agreements; Completed plans: PD and technical assistance, evaluation, implementation schedule, communications; Meeting minutes: planning teams; Communications: press releases, district communications, board reports, district website update; fiscal report on savings

22. Implementation (grant funded start-up activities)

a. Date Range 8/2016 - 6/2022

b. Scope of activities - include all specific completion benchmarks

8/31/2016: Startup Pathway summer institute; Operational systems in place for Startup Pathway students (scheduling, competency framework, curriculum mapping, curricular supports identified). Benchmarks and plans for pathway students identified. Competency framework draft completed. 12/31/2016: MS/HS staff PBL training; Auburn/MS/HS teacher use common planning to identify projects to create for year 2 implementation. Leadership team meets monthly, design lab equipment ordered and delivered. Staff training on equipment begins. Pathway team research visits to high performing CBE/Pathway sites. Pathway team refines Course 2 curriculum; begin Pathway content curation; initial feedback from subject area teachers to address challenges/gaps in implementation. 06/01/17: All PBL training complete; teachers submit PBL/design lab integration project drafts, Auburn train MS/HS teachers on Design Lab equipment; Pathway Team curriculum map for year 2 complete; online supplemental curriculum for Startup program purchased/ implemented; system redesign needs identified for year 2; plan for addressing gaps in system created; MS and HS curriculum alignment team formed; ongoing Project and Cabinet team meetings, data collection and evaluation. 7/2017-6/2022: Refine and adapt Pathway program to meet student needs, curate online instructional resources in all core disciplines; new trainings to scale CBE, PBL/design lab integration, use common planning to enhance transdisciplinary learning, marketing, community engagement, recruit/engage new businesses to mentor students; identify new pathway areas, increase program participation; By 2018 PBL/design lab integration PD scaled K-5 Benchmarks 6/2017: 54 students complete at least 1 Startup Pathway course (regular/special education) earning credits through competency based ed; 60% MS/HS teachers design

units/lessons integrating Design Lab within transdisciplinary PBL; Meet or exceed cost savings as evidenced by FIT

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range 9/2016 - 6/2022

b. Scope of activities - include all specific completion benchmarks

Evaluation Plan submitted to ODE by October 2016. Quarterly evaluation reports (process/outcomes) from Lake Co ESC evaluator through 9/30/2017, then subsequently twice per year 2017 through 2022 (outcomes only), reporting will include required annual programmatic/fiscal sustainability reports to ODE for 2016 through 2022. Startup Pathway Leadership Team meet at bi-weekly during grant year, monthly through 2019 and then quarterly through 2022 to review data, assess progress and make course corrections to improve outcomes. Startup Cabinet meet monthly for oversight and support through 2019 and then quarterly/semi-annually thereafter. Teachers union will always have representation on Cabinet. Evaluator will provide reports at each Cabinet meeting. At least semi-annually, program staff will share reports with Board, teachers' union and Cabinet to ensure ongoing understanding and awareness of project. Programmatic sustainability of the project activities and measures for 2017 through 2022 include: By 2022 All students will graduate Fairport Harbor with associates degree or equivalent, a skilled certificate and/or have business startup experience of an LLC (limited liability company) or nonprofit. Every child (K-12) is engaged in personalized learning through transdisciplinary, competency based education preparing them for college, workforce and entrepreneurial careers. Online instructional resources will be incorporated into 60% of classes to provide additional support for student learning, to ensure curriculum mastery is achieved Meet or exceed cost savings as evidenced by FIT

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

Instructional: a). increased use of PBL pedagogical approaches that allow for more student agency, choice, and ownership of their own learning; b). decreased reliance on textbooks/workbooks and traditional lectures and increased use of hands-on lab equipment with PBL to engage students and enrich learning; c). increased emphasis on 21st century skills especially targeting communication, creativity, innovation, entrepreneurship, collaboration, problem solving, tenacity and grit; d) superficial coverage of standards will be replaced by deeper learning that accompanies signature experiences (such as business start ups); e) students develop mastery by serving as 'apprentices' - doing learning, not through memorization and rote tasks
Organizational: a). Educators, empowered with structures, tools and supports they need to reach every student, become more effective and professionally engaged; b). Teachers in design labs will take responsibility for nearly twice as many students as a teacher in typical classroom setting and make deeper learning available to all students as enrollment increases; c). Administrators define transformation as meaningful changes in approach (how teaching and learning happens) and outcomes (what it results in for students) and re/allocate resources for impact; d). Culture of equity and expectation is strengthened: all special education students will be prepared to experience a post-secondary life that will include academics, advocacy, and accomplishment; e) Learning no longer occurs in isolation, just at school, but globally and connected to task at hand. Ultimately, Fairport Harbor expects that as we grow student capacity as innovators and entrepreneurs they will stay local and reinvest in the local economy. This creates stronger families, greater connections between home, school and community and increased median income which is beneficial for the district and every adult and child living in Fairport Harbor community.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Jovette L Hiltunen (440) 350-2563j hiltunen@lakeesc.org Lake Co ESC 382 Blackbrook Rd, Painesville, OH 44077

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

Timeline: Fall 2017 survey (leaders, teachers, students, parents) determine baseline skills, behavior and attitudes. (re-administer annually).
Document Review for baseline: enrollment, # of spec ed students, present courses, ODE Prepared for Success indicators and # student LLC/non-profit owners, #engagement event attendance (tracked through 2022). October 2016: Evaluation plan submitted to ODE. Year 1: Quarterly evaluation reports on process/outcomes Year 2-6: Outcome evaluation reports 2 times per year. Ongoing Process/Progress Monitoring: Meet with Startup Pathway Leadership Team quarterly to review progress against the evaluation plan and offer recommendations for course correction. Collect data and provide written reports during Year 1 for every Cabinet meeting. Years 2-6: evaluator survey Cabinet and provide semi-annual written reports. DOCUMENT REVIEW (e.g. contracts, plans/implementation schedules, media, board reports) to

keep project goals on track. QUALITATIVE Evaluation: Monthly Leadership Team meetings, Stakeholder Focus Groups and Cabinet Interviews will be held in spring 2017 and Observation Tools (e.g. administrative walkthroughs) will be used at least annually to determine practices changes such as PBL/Design Lab integration, competence driven instruction and student agency. QUANTITATIVE Evaluation: Data collection includes: meeting/ training attendance, implementation plan progress toward benchmarks, curriculum/competency development, post-PD surveys, # PBL plans and completion info, meeting notes/minutes, walkthrough data, Method: Data will be analyzed through comparative analysis - what was and what is. We will be looking at similarities and differences in teaching and learning as staff and students learn more about project based learning and competency based education. Quantitative measures will give us the what of our project. They will provide the numbers and frequency of teachers implementing new practices. By starting with baseline survey we will be able to tap into the present feelings/opinions and see relationships and patterns among our present teaching and learning. We will track changes in leaders, staff, students, families, partners towards learning and student graduation outcomes through the Focus Groups, surveys, and face to face interviews. Intermediate Indicators will give us opportunity to make course corrections (PBL professional development not translated into classroom observations for example). Qualitative measures will give us the why and the how to make change in the classrooms. We will track competency based student assessments in the Pathways courses. Key evaluation questions: Evaluator will provide descriptive narrative to tell story 2016 to 2022 including comparative analysis of similarities and differences: What does teaching/learning in Fairport Harbor look like now? How has Startup Pathway impacted student future plans for? engagement? achievement? systems of support for student learning? organizational structure in the district? How do we know? We will disaggregate data (MS/HS/ES) to assess which areas to add more PD or design lab experiences. Final analysis: Descriptive narrative of our journey, progress, course corrections and success. We believe learning will no longer be about numbers in a room or course selection, but instead competency based assessment (did you master it?) and student voice, choice, and deeper learning. We expect we will use our teacher time more efficiently and increased collaboration. The evaluator will write a summary for each outcomes and identify the successes and/or shortfalls. Lessons Learned and Sharing: We will apply to present our initiative and lessons learned at the Ohio Innovative Learning Environments Conference in 2017, the e-Tech Ohio event in 2017, the Ohio School Board's Capital Conference 2017 and the superintendent will share the project at a meeting of the Buckeye Association of School Administrators.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

Local expansion and replication: Our HS will shift to Startup Pathway model, but creating new learning experiences around other unique student interests. We anticipate it will take three years before 90% HS staff are using competency based education (CBE) for student progression. By year three, we anticipate we will begin planning to transition the MS to competency-based, deeper learning experiences. Auburn Career Center is already planning to replicate the Startup Pathway at the Newbury School District. We anticipate this will begin in 2017 and take approximately 3 years. BattelleEd and Auburn Career Center have strong capacity to scale this initiative within our district, Newbury schools and across Ohio. Battelle Ed expects to replicate this framework in other districts where it has a presence across Ohio. Startup Pathways model and competency based learning in general are extremely scalable and replicable, but require a district to make strong commitments to dedicated PD and technology. Without deep commitment to transform systems and instruction, a school will not be successful in replication. While Fairport Harbor anticipates the transition will take our high school about 3 years for full implementation, it should be noted that the larger the school, the more time transition will take before it is sustainable without support. BattelleEd leads Ohio STEM Learning Network and will share our story. While we are not in Ohio's CBE pilot, this project will be of particular interest to pilot schools and to ODE staff supporting that project. Several Ohio STEM schools are CBE pilot sites and BattelleEd will connect our team with them to cross pollinate efforts. We will submit proposals for innovation conferences across Ohio including but not limited to: Ohio Capital Conference, Ohio Innovative Learning Environments, Battelle Innovative Leadership Institute, Connect for Success, Ohio Ed Tech Conference and state career tech conferences.

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

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

I agree Domenic Paolo Superintendent 5/5/2016

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Consortium Contacts

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

Partnerships

Fairport Harbor Exempted Village (045369) - Lake County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Maggie	Lynch	(440) 357-7542	mlynch@auburncc.org	Auburn	051169	8140 Auburn Rd, Painesville, OH, 44077-9179	
Brian	Bontempo	(440) 350-2563	bbontempo@lakeesc.org	Lake Co ESC		382 Blackbrook Rd, , , Painesville, , OH , 44077	
Aimee	Kennedy	6144245827	kennedya@battelle.org	BattelleEd		505 King Ave, , Columbus,, OH, 43201	
Don	Moore	(440)-354-8473	avadvisor50@live.com	Harbor Bait and Tackle		786 Richmond St. , , Painesville, , OH , 44077	
Steve	Tarndsky	(440)-352-7454	takemefishing.org	Steve's Bait and Tackle		112 Water St. , , Fairport Harbor,, OH , 44077	
Brain	Fowler	440-639-7275	bfowler@lakemetroparks.com	Lake Metroparks		11211 Spear Road , , Concord Twp., , OH , 44077	

Implementation Team

Fairport Harbor Exempted Village (045369) - Lake County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Jovette	Hiltunen	External Evaluator, Lake Co ESC	Oversees evaluation, data collection, analysis and reporting of Straight A grant performance metrics. Assists the grantee in identifying and operationalizing variables related to project outcomes and establishes systematized processes for monitoring and evaluating project deliverables.	I am presently an educational consultant for the Lake County Educational Service Center. I have classroom, building administration, and central office administration experience. I have worked as an OIP consultant in four districts reviewing their data, making recommendations for improvements, developing professional development plans, and helping them write communication plans. As a curriculum director in Mentor Schools I was responsible for \$1,000,000.00 budget for curriculum materials and made presentations regularly on the effectiveness of the curriculum and interpreted data relevant to student achievement. I was the project coordinator for a 21st Century Grant for three years at \$200,000.00 per year for my site, and I coordinated a Title 1 program with a budget of \$2,000,000.00. Over the past several years I have written, implemented, and at times evaluated several large grants including Race to the Top Innovative Grants. I am trained in Adaptive Schools, Conflict Mediation, Career Development Facilitation, and many other related areas. I am a staff developer and currently do all state trainings in	Past experiences include Ohio School Improvement Process Facilitator, 7 years as a Title 1 Coordinator, overseeing Title 1, Title IIA, and Title IV grants at Mentor Exempted Village Schools, and writing, implementing, and/or evaluating the following grants: Race to the Top Early College High School Grant (\$540,000.00), Madison Schools Little Engineers Reading Project (\$137,500.00), Martha Holden Jennings (3 Open Grants) total of \$80,000.00, Venture Capital Grant (\$75,000.00), and McGinty Foundation (2 grants) total of \$20,000.00 for community building grant in the school. As the STEM/P-16 Director for Lake County I oversaw core committees that developed the Lake County STEM Blueprint, Lead STEM Practitioner Program, developed several project based learning programs such as the Summertunity Lake County Middle School project, etc.	MS in Education, Superintendent license, Principal K-8, BS in Elementary Ed with Reading Endorsement, Reading Recovery Certificate	5	

				evaluation, student growth measures, and curriculum, instruction, and assessment.				
Domenic	Paolo,	Superintendent	I will make sure that all necessary resources are allocated appropriate to making sure that the project is successful. Co-facilitate Startup Cabinet to oversee projects and support changes. Work closely with project director, treasurer and all partners to ensure all activities are complete on time, within budget.	Now in my tenth year as Superintendent of Fairport Harbor Schools, I have extensive experience with project implementation. Innovations have been successfully implemented that have change a struggling traditional school district into a Professional Learning Community, the county's first Early College, as well as the first school district in the tri-county area to have an International Baccalaureate candidate school.	Prior to becoming an administrator, I was a biology teacher and coach, During that time I became aware of the power of signature experiences as a vehicle for deeper learning.	BS with a major in Biology, Masters in Science of Education, Masters of Educational Administration, PhD in Educational leadership	10	
Mr. Russ	Messer	Project Director/Startup Pathway Design Lab Facilitator	handle project oversight and partnership management as the Project Director, ensure project aligns with district's overall mission and improvement plans; I will plan with other staff and administration grade level and subject level education plans aligned to state standards for students/team members. I will facilitate the Individualized learning plans and experiences for each student/team member in individual, small group (3-5) and in large group (15+) environments. Teach and evaluate science subjects for the project, aligned to the state standards including. I will coordinate work, assignments, evaluations, and plans for the students/team members with other students/team members in the	(Developed and delivered educational curriculum for physics, chemistry, data analysis and financial literacy, Physical Science, and Robotics at Fairport Harding High School; and physics, chemistry, general science, math, and IT at Bury Lawn School (UK). Received four "Inspiring Excellence" awards at Fairport Harding High School. Physics Lab Instructor at Cleveland State University (CSU). Taught SPC concepts and techniques as SPC Coordinator for the Loctite Corporation to plant personnel at Cleveland and Kansas City manufacturing plants.	Dedicated, decisive, and highly-accomplished Physicist with a Master of Science in Physics and proven experience in research, manufacturing and education. Motivational leader and active team contributor that manages multiple responsibilities simultaneously in a fast-paced, time sensitive environment. Effective communicator that develops trusting relationships through integrity, professional character, and industry expertise. Contributed to the Optical Engineering team for QSS Group Inc. at NASA Glenn Research Center that developed an instrument to measure blood flow through the eye using laser doppler flowmetry techniques. Studied the effects of microgravity on	CLEVELAND STATE UNIVERSITY, Master of Science in Physics, Bachelor of Science	100	

			<p>project and with educators of other subjects within the project aligned to state standards. Evaluate with other staff and administration student/team member progress utilizing formative and summative assessments, progress towards and completion of project goals, as well as written and video portfolios. Manage the project's educational aims and budget.</p>		<p>ocular blood flow with the instrument in simulate zero "G" conditions.</p>			
Heather	Sherman,	Relationship Manager	<p>Heather Sherman will work closely with the Pathway team during the implementation year to provide technical assistance as the Startup Pathway is established. She meet monthly with Project Manager, and implementation team during the first year to ensure the project is implemented with fidelity, and ensure that PD is aligned with grant goals. In addition, she will coordinate PD in PBL and for all K-8 and HS staff, work closely with Pathway team to build capacity in competency based teaching and basic blended learning tenets during the Implementation year of the grant. During year 2, she will coordinate PD to support curriculum alignment to deepen the school's PBL integration and competency based approach. In addition, Ms. Sherman will provide technical assistance to the project team as they redesign school systems to complement this project as it scales up to include more</p>	<p>Heather joined the Battelle Education team in 2014, as a Relationship Manager. She has provided technical support and PD coordination for three other Straight A projects, including the Geauga Innovation and Career Readiness Grant, which Auburn Career Center is a consortium member. Prior to Battelle, Heather worked for Franklin University as the Assistant Director of the Student Learning Center. In that role, Ms. Sherman managed several programs, including a fully blended academic support program, with synchronous and asynchronous online tutoring, since 2007. Heather holds a Masters of Business Administration, and is an adjunct faculty member at Franklin University.</p>	<p>Heather is a Relationship Manager for Battelle Education/OSLN. She has worked on three Straight A grants awarded in round two, and created the Trailblazer Teacher program which will serve as a template for the professional development program for this grant. As a relationship manager, ather has coordinated all aspects of STEM school start-up support, including STEM pedagogy PD sessions, program management, stipend and contract management, and stipend administration services.</p>	<p>MBA, Franklin University, 2009. Bachelor's Degree, Roanoke College, 2001.</p>	5	

			students.					
Jerry	Hites	Intervention Specialist/Asst Project Director	Co facilitate Start Up pathway with Project Director. Collaborate with faculty on curriculum design, competency development and instructional/program design. Design and facilitate start up of student led run business, Supervise daily operation of the store. The following will be part of the responsibilities: Inventory. Hours of operation and scheduling of worker hours with follow up to worker training and results. Participate in local business district. Finances: Achieves financial objectives by preparing an annual budget; scheduling expenditures; analyzing variances; initiating corrective actions. Work with Health District to ensure all codes are being met. Identifies current and future customer requirements by establishing rapport with potential and actual customers and other persons in a position to understand service requirements. Ensures availability of merchandise and services by approving contracts; maintaining inventories. Formulates pricing policies by reviewing merchandising activities; determining additional needed sales promotion; authorizing clearance sales; studying trends.	I have 25 years in public education and have worked in stores and on golf courses most summers. During this past summer I was the Outside Golf Operations Supervisor. As the supervisor I was in charge of customer service to member and guests. As supervisor I was in charge of golf outings, setting and staging carts, daily operation management of the cart barn, starting and/or course play. I was in charge of all 24 people in our department, ranging from golf cart attendants, starters and rangers. I worked with the golf pro on scheduling of hours and employees for daily and also for all events. It was my job to set up each outing/event. I have experience in dealing with customer satisfaction and with managing people.	Been in education for 25 years; Athletic Director for seven years overseeing all aspects of athletics including: hiring of coaches, scheduling transportation, scheduling officials, communicating with parents and staff, customer satisfaction, staffing events, scheduling building usages, Head Coach in five sports covering 45 seasons	Edinboro University of Pennsylvania: BS, Special Education Working on Masters in Transitional Services from Bowling Green University	100	
Lew	Galante,	Chief Finance Officer	Responsibilities budget manager to ensure fiscal expenditures occur	Chief Finance Officer with over 20 years' experience in School Finance and recipient	has received the Auditor of State Award of Distinction.	Kenyon College graduate	15	

			on time and within budget; revise budget as needed, complete fiscal reporting and communicate expenditures to Board and will ensure district and partners adhere to Assurances.	of The Certificate of Achievement in Financial Reporting for six consecutive years will provide fiscal oversight/management of grant budget, receipts and expenditures from GFOA,				
Liz	Stief	Auburn Career Center, FabLab Coach	I provide representation from Auburn Career Center to Fairport Harbor. I am a liaison between the two schools as it is a joint grant project. I help student build materials through CAD software design to create products, test and evaluate for effectiveness, redesign, retest, and continue the process until a product reaches specified requirements. I work with the students on the equipment, helping them work towards objectives and goals they formulated with their teachers. I help the students problem solve through issues when they arise, both mechanically on a machine and physically in production to see what can be done better. I collaborate with teachers about the project, to ensure students are on task and working to their full potential.	Qualifications; I have my teaching degree as well as my Masters degree in school counseling. I also was an Officer in the United States Air Force as a Navigator on C-130's. I had a lot of technical work in that time. I was the exercises coordinator for the research lab at Wright Patterson Air Force Base as a liaison between the engineers developing technologies and the exercises where we tested the new developments.	Prior relevant experience; I work in the Fabrications Lab at Auburn Career Center. I am a school counselor. I flew C-130's in the USAF, I worked for the research lab for the USAF. I was a teacher.	Bachelor's of Education, Ohio University, 2000 Master's of Education in School Counseling, Cleveland State University,	20	